



Pupil Remote Learning Policy

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Statement of intent

At Boston Pioneers Academy, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

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

This policy aims to:

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

1. Legal framework

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

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

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

- DfE (2022) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE Remote Education Good Practice, October 2020

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

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Children Missing in Education Policy

2. Roles and responsibilities

2.1. The Board of Directors is responsible for:

- Ensuring that the school has robust risk management procedures in place. Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The Head of Academy is responsible for:

- Ensuring that staff, parents, and pupils 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 learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis, or more frequently if updated guidance is released, and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting monthly reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3. The Trust's Data Protection Officer is 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 pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

2.4. The Designated Safeguarding Lead is responsible for:

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

2.5. The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support that is required while pupils with SEND learn remotely and co-ordinate the delivery of this.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6. The Chief Operations Officer for the Trust is responsible for:

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

2.7. The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection 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 pupils and staff.

2.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Head of Academy and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.9. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#).
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.10. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible, or asking their parent/carer to in the case of very young children.
- 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

- 3.1. The school use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:
 - Live lessons
 - Pre-recorded video lessons
 - Work booklets
 - Current online learning portals (e.g. Oak Academy)
 - Educational websites
 - Email
- 3.2. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.3. Lesson plans will be adapted to ensure that the remote curriculum remains as accessible and inclusive as reasonably practical.
- 3.4. Teachers will plan lessons with the safety of pupils in mind. If having to work from home, staff will be given the option of pre-recording video sessions if required. If live streaming, staff will find a quiet room, with a neutral background, or set a virtual background on the video conferencing software uses: TEAMS.
- 3.5. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period; including where reasonably practical the delivery of interventions remotely.
- 3.6. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- 3.7. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.8. Pupils will be required, wherever possible, to use their own or family-owned equipment to access remote learning resources.
- 3.9. For pupils who cannot access digital devices at home, it may be possible for the school to provide a loan device to enable connectivity. However, devices are limited.
- 3.10. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources and sign a user agreement prior to loan devices being issued.
- 3.11. 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 [section 7](#) of this policy.

- 3.12. The arrangements for any 'live' classes will be communicated via WEDUC no later than one day before the allotted time and kept to a reasonable length of time (no more than one hour per session with out a break).
- 3.13. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school or on school site i.e out on loan.

Food provision

- 3.14. Where applicable, the school may provide the following provision for pupils who receive FSM (Not universal infant FSM):
 - Making lunches available for collection or
 - Providing vouchers to families for the purchase of food.

Costs and expenses

- 3.15. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.16. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.17. The school will not reimburse any costs for childcare.
- 3.18. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.
- 4.2. All staff and pupils using video communication must:
 - Communicate in groups – one-to-one sessions are not permitted unless agreed as per [section 4.4](#)
 - Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in their household.
 - 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. (Please note: All live lessons will be recorded by staff for safeguarding purposes).
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible.

- Settings will be such that participants will only be able to see adults and not other pupils.
- 4.3. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.
 - 4.4. Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.
 - 4.5. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
 - 4.6. The school will consult with parents prior to the period of remote learning (wherever possible) about what methods of delivering remote teaching are most suitable – and alternate arrangements will be made where necessary.
 - 4.7. 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 and allows for audio and visual material to be recorded or downloaded, where required.
 - 4.8. The school will communicate to parents via letter and our Academy Messaging app (WEDUC) 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.
 - 4.9. 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.
 - 4.10. 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.

5. Safeguarding

- 5.1. 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 remote working.

- 5.2. The DSL (Headteacher) will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning (where possible).
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible and if not, caller ID must be switched off.
- 5.5. The DSL will arrange for regular (daily) contact with vulnerable pupils, with additional contact such as home visits, arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded on our secure online portal: MyConcern. This is to include attempted interactions.
- 5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. All home visits **must**:
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on MyConcern in order that the DSL has real-time access to them.
 - Actively involve the pupil (Pupil must be visibly seen).
- 5.9. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning. (Provision of email addresses/contact numbers – school phones only).
- 5.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately. (Via My Concern and a telephone call to notify of logging of incident).
- 5.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the Trust's Data Protection Policy.

- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning wherever possible.
- 6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

- 7.1. All schoolwork completed through remote learning must be:
 - Submitted for marking via SeeSaw (Year 1 to 6) & Tapestry (EYFS), or physically in the rare case of a child having no access to internet-based learning activities
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Marked in line with the Marking and Feedback Policy.
 - Returned to the pupil, once marked, by an agreed date (endeavouring to achieve same day feedback where possible, and if not a next day response-school days within directed time).
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or WEDUC messenger if their child is not

completing their schoolwork or their standard of work has noticeably decreased.

- 7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the **SENCO** as soon as possible.
- 7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

8. Health and safety

- 8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 8.2. Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- 8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every hour.

9. School day and absence

- 9.1. Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:10pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.
- 9.2. Breaks will take place during morning sessions, with a least one break for every hour of screen time. Lunch time for EYFS pupils 11.45-12.45pm and for year 1-6 will run from 12.15-1.15pm.
- 9.3. Pupils are not expected to do schoolwork during the times outlined in paragraph 9.2.
- 9.4. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 9.5. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.6. Parents will inform their child's teacher via Weduc no later than 8:30am if their child is unwell and will not be attending on-line lessons.
- 9.7. The school will monitor absence and lateness in line with the Attendance Policy.

10. Communication

- 10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The school will communicate with parents via letter (Including e-letters sent via WEDUC) and the school website about remote learning arrangements as soon as possible.
- 10.3. The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 10.4. 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.
- 10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- 10.6. Members of staff will have contact with their line manager at least once per week.
- 10.7. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in [section 9](#).
- 10.8. Pupils will have verbal contact with a member of staff at least once per day via a TEAMS registration meeting.
- 10.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.10. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and do their best to resolve the issue.
- 10.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set via WEDUC.
- 10.12. The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Remote Learning at Boston Pioneers Academy

11.1 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

11.2 When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.

- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally. The material delivered will be consistent with that that would be delivered should children not be learning remotely: ie Consistent subject knowledge content and associated skills and concept development.
- Provide frequent, clear explanations of new content through live and pre-recorded sessions.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school.

11.3 As a general guide:

Each morning, during remote learning periods, a daily schedule will be sent out to parents/carers via WEDUC. This will be posted by 8:45am (The start of the school day if students were in school). Relevant supplemental materials to support students with their learning that day will also be posted at this point.

Teachers will provide a 'live' registration period each morning to meet and greet pupils and set expectations with students via our chosen remote learning platform: TEAMS. This will start at 8.45am.

Teachers will deliver the daily Literacy and Maths lessons that would have been delivered in school via live (Year 1-6) or pre-recorded (EYFS) sessions. In other words:

- . Daily Phonics or spellings
- . Daily Literacy
- . Daily Maths
- . Guided Reading (Year 1-6) or story time (EYFS)

From year 1 to year 6, live sessions will take place every morning from 8.45-12.15pm. The live session will be split into smaller sessions (no longer than one hour) with regular breaks in between. Children are expected to be on-line all morning, yet within each session there will be inputs where content/concepts will be modelled, followed by time for task completion away from the screen. (Staff will remain on-line to answer questions /offer support.)

The non- core learning will be explained (lesson input) and then children will work independently through this. (Not delivered via live sessions.)

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

EYFS will have a daily live and registration period followed by a series of pre-recorded videos for phonics, literacy, maths and topic, which they will work through at their own pace.

11.4 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

11.5 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

12. Monitoring and review

12.1. This policy will be reviewed on an annual basis by the headteacher, unless there are significant changes in legislation or government guidance.

12.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

12.3. The next scheduled review date for this policy is October 2023.

