

Remote learning provision

2025-2027

[Chapel-en-le-Frith High School]

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1. Aims

This remote learning document aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All students should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Students receiving remote education will be marked absent in line with the Student Registration Regulations.

We will consider providing remote education to students in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual students, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness that is likely to continue for an extended duration of more than one week.
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing students with remote education on a case-by-case basis.

The school will not provide work when students are absent due to short-term illnesses.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, students, and if appropriate, a relevant medical professional. If the student has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision

- Put formal arrangements in place to regularly review it and identify how to reintegrate the student back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the student back into school at the earliest opportunity
- Set a time limit with an aim that the student returns to in-person education with appropriate support

Remote education will not be used as a justification for sending students home due to misbehaviour. This would count as a suspension, even if the student is asked to access online education while suspended.

3. Roles and responsibilities

The senior leader with responsibility for attendance will work alongside the following members of staff to authorise provision of remote education for individual circumstances. Other colleagues in school who are likely to input into this provision include:

- Pastoral leaders
- SENCO
- Senior Leaders

In circumstances when the school is shut to all students, or significant groups of students, then the deputy headteacher with responsibility for teaching and learning will instigate the remote learning protocols as detailed below.

For short periods of closure e.g. disruptions due to severe weather, all work will be set using Go4schools.

In the event of significant periods of closure, the school will revert to using Microsoft Teams to deliver a blend of live or pre-recorded lessons. This is in place as some teachers may also be supervising priority students in school.

3.1 Teachers

When providing remote learning, teachers must be available between 8.25am and 3.15pm as consistent with contracts of employment.

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. In these circumstances, the head of department would assume responsibility for setting the remote learning tasks.

When providing remote learning, teachers should:

- Provide students with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- In cases of closure due to snow, work will not be set on the first day of closure
- Make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely

They are also responsible for:

Setting work:

For all the classes that they are timetabled to teach each day which is equivalent to

- 5 hours a day for KS3 and KS4
- This work should be available from 8.35am for each day of remote learning.
- This work should be uploaded to Go4schools and should include hyperlinks to any other websites that are used for resources.
- Heads of department are responsible for co-ordinating their team and monitoring work set to ensure consistency across the year/subject.

Pastoral leaders and form tutors will make contact with students throughout the period of remote learning to make sure students with limited access to devices can still complete the work

Teachers should ensure that work provided during periods of remote education is of the usual high quality and is meaningful and ambitious

This includes considering the needs of individual students, such as those with SEND or other additional needs, and the level of independent study skills

This also includes considering the needs of students' families or carers, including how much adult involvement is needed in each activity and whether students have a suitable place to study

In significant extended periods of closure, the school will move to setting work using Microsoft teams using a combination of the following approaches:

Instructions will be provided by:

- Written instructions
- PowerPoint presentations for students to work through in their own time
- PowerPoint with teacher voice over explaining concepts and tasks
- Recorded video lessons made in school by the class teacher
- Nationally available recorded video lessons from providers like Oak Academy
- Live teaching from the class teacher.

Students will be able to submit work using Teams for teachers to be able to provide feedback with students.

Independent learning tasks are still expected to be set by teachers and completed by students throughout the remote learning period.

In significant extended period of closure, form tutors will run a live registration period over Microsoft Teams. Where students do not attend this live registration session, names will be forwarded to the pastoral managers for a check in phone call.

Teaching staff will be expected to respond to emails from students or parents using normal protocols. e.g. within normal working hours.

Any safeguarding concerns should be referred to the designated safeguarding lead using the contact details on Page 6.

During live lessons on Teams, students should be muted and cameras switched off after the initial check in. Any behaviour concerns should be logged on CPOMS. If students persistently fail to complete work, then parents should be informed by email.

If staff members organise virtual meetings with staff, parents/carers and students, the following guidelines should be adhered to:

- Dress code – usual workplace attire, staff should dress appropriately and according to their role.
- Location - (staff should try to avoid areas with background noise, being mindful of other people who may be in the house and with nothing inappropriate in the background)
- If teachers will also be working in school, there may be a need to stream a 'live' lesson simultaneously using Teams.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their contracted hours of employment.

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 will be deployed by the SENDCO to provide support for the students as needed:

This could include:

- Supporting students who aren't in school with learning remotely and liaising with parents to ensure that students can access the materials.
- Supporting vulnerable students who are still accessing school.

3.3 Heads of department

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject using Go4Schools and via weekly department briefings
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

The deputy headteacher with responsibility for teaching and learning has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for students by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- The school will enable systems for checking whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders and reviewing work set.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and students about remote education via email and the website.

Working with the catering team to ensure students eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Ensuring all staff are briefed on safeguarding procedures for remote learning.
- Ensuring that all parents are aware of how to report safeguarding concerns.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting students and parents/carers with accessing the internet or devices

3.7 Students and parents/carers

Staff can expect students learning remotely to:

- Be contactable during the normal hours of the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible

Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work – refer to the relevant head of department

Issues with behaviour – refer to the pastoral leader for the child

Issues with IT – report to IT support staff

Issues with their own workload or wellbeing – contact their line manager

Concerns about data protection – contact the data protection officer; J Emsley.

Concerns about safeguarding – contact the DSL; P Griffiths. pgriffiths@chapelhigh.org.uk

5. Data protection

5.1 Accessing personal data

When accessing student data for remote learning purposes, all staff members will:

Gain this information using Go4schools, ensuring 2FA is in place for a secure sign in to a device.

5.2 Processing personal data

Staff members are reminded of their duties in terms of data protection in accordance with the school's policies and procedures and should ensure that devices are screen locked when they are not being used, so that they cannot be accessed by anyone else when working remotely.

5.3 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

6. Safeguarding

During periods of remote learning, the usual safeguarding arrangements will still be in place and staff will make referrals to the DSL using CPOMS.

7. Monitoring arrangements

This policy will be reviewed biannually.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy