Barlows Primary School
Remote Education Policy
2024 - 2025

Committee with oversight for this policy:	Full Governing Body
Date policy/procedure approved by the Governing Body/Committee: 20230-20	14/10/24
Period of review	Annual
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Contents:

Statement of intent

At Barlows Primary School, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons, in the event these are used.
- Ensure all pupils have the provisions required to take part in any live online lessons, recorded lessons or session and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

1. Legal framework

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

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'

2. Roles and responsibilities

The governing board will be responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.

The headteacher will be responsible for:

- Ensuring 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 education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.

- Conducting termly reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

Staff members will be responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote education to the Senior Leadership Team and ICT Technician.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

The SENCO will be responsible for:

- Liaising with the ICT Technician and Computing Lead to ensure that the technology used for remote education 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 during periods of remote education, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.
- Ensuring that the remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the headteacher and LA in circumstances were delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT Technician and Computing Lead to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.

- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The Data Protection Officer will be responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection liaising with the ICT Technician accordingly.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data in consultation with the ICT Technician and Computing Lead.

The Health and Safety Lead will be responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- 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.

The Bursar will be responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home in consultation with the Headteacher and Senior Leadership Team.
- 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.

The Computing Lead will be responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, 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 with the ICT Technician.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Parents will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely 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.
- Reporting any absence in line with the terms set out in 'Attendance and absence' section of this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- 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

The school will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the school may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- Email
- Past test papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons
- Online activities submitted within Showbie

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online

learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

The majority of lessons will be pre-recorded. Where any 'live' classes are to take place, the arrangements for any 'live' classes, e.g. webinars, will be communicated via Showbie no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

Where remote education is needed, the school will ensure that it is equivalent in length to the core teaching pupils would receive in schools and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Remote education will be provided for three hours a day on average across the cohort for KS1, with less for younger children, and four hours for KS2. Learning will cover the full curriculum timetable where possible.

When setting remote education work, the school will consider the pupil's age, stage of development and any SEND. The school will also consider where this would likely require significant levels of support from parents, e.g. younger pupils or pupils with SEND who likely need parental involvement to facilitate engagement with remote education.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for this.

If printing off work is required, work packs will be made available for pupils who do not have access to a printer – these packs can be collected from the school office. This will replicate the lesson activities. Where possible, staff will try and ensure activities can be completed online without any printing required.

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. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs as applicable.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops, iPads

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The ICT Technician is not responsible for providing technical support for equipment that is not owned by the school.

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 'marking and feedback' section of this policy.

Food provision

The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

The school will work with their catering team and/or food provider to ensure good quality lunch parcels are provided to pupils eligible for FSM who are accessing remote education until they are able to attend school in line with any current guidance and systems at the time of Remote Education.

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises, or childcare costs.

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. Systems and technology

Staff will only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or a reputable provider's official website.

The Computing Lead will research the providers the school will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons. Where necessary, they will refer to government-approved resources, e.g. from the National Cyber Security Centre (NCSC) and from the South West Grid for Learning, when selecting their recommended providers.

Teachers will review the DfE's list of online education resources and utilise these resources as necessary.

To prevent the misuse of remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.
- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.

- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.
- Ensure all pupils due to attend any live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.
- Ensure streaming and online chat functions are disabled for pupils.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Pupils will be encouraged to take regular physical exercise to maintain fitness.

5. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education.

Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with online.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using school phones where possible.

All contact with vulnerable pupils will be recorded on CPOMS.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored on CPOMS so that the DSL has access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

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.

The DSL will meet, in person or remotely, with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. 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.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

The planning of any live lessons will always be carried out in conjunction with the school's DSL.

The school will ensure the system used for any live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.

Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via email. Pupils will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such disputes between pupils, that may occur during any live online lesson.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

The school will ensure that parents know what pupils are expected to do for any live online lessons, including the websites pupils will be asked to use and the school staff pupils will interact with online.

The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the government-approved resources on child online safety to support parents further.

6. Data protection

Staff will have due regard for the school's Data Protection Policy at all times whilst conducting any live online lessons.

The school will obtain consent from parents to conduct any live online lessons via Arbor.

The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils via email.

The school will obtain consent from parents if any images or identifying information about any pupil may be used during the live online lesson, e.g. by using video conferencing, via Arbor.

The school will provide pupils with a school login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by pupils.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson.

Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of pupils instead of full names.

When recording a live lesson is necessary, prior permission will be acquired from parents in writing via Arbor and all members of the live lesson will be notified before the lesson commences via Arbor and again once they have joined the live online lesson before recording commences.

7. Pupil conduct

The school will provide pupils with a copy of the Pupil Code of Conduct to ensure they understand their responsibilities with regards to conduct during live online lessons.

The school will ensure that pupils sign and return the Technology Acceptable Use Agreement for Pupils prior to taking part in live online lessons.

Pupils will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background.

Pupils will be reminded not to record live online lessons on their devices.

Pupils will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

Pupils will adhere to the school's Behaviour Policy at all times during live online lessons, as they would during a normal school day.

The school will ensure that any pupils who breach the code of conduct will be disciplined in line with the school's Behaviour Policy.

8. Staff conduct

Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons.

The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement for Staff prior to commencing live online lessons.

Staff will only use school-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

Staff will only use school-owned devices for conducting live online lessons.

Staff will not share personal information whilst conducting live online lessons.

Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.

Staff will communicate with pupils within school hours as far as possible, or within hours agreed with the school to suit the needs of staff.

Staff will only communicate and conduct live online lessons through channels approved by the SLT.

Staff will not commence online lessons until at least one other member of staff is in the live lesson 'room', and not without confirmation that at least one other colleague is aware that the live online lesson is taking place.

Staff will keep a log of what happens during live online lessons, e.g. behavioural issues or technical glitches, and ensure it is properly documented on CPOMS.

9. Pupils with SEND

The school will ensure pupils with SEND receive any additional support with live online lessons where needed, e.g. from an additional member of staff within the live online lesson via phone call.

Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online lessons.

The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.

The school will ensure that the appropriate curriculum, teaching and support will be available to pupils with SEND to ensure they continue to learn effectively. Additional measures will be considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

The school will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

10. Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication will:

- Wear suitable clothing – this includes others in their household.
- 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.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication will:

- 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 audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

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.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will communicate to parents via email 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.

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, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. 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.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- 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.

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.

11. Marking and feedback

All schoolwork completed through remote learning will be:

- Finished when returned to the relevant member of teaching staff.
- 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.

Pupils and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school will implement 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.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports where appropriate or, if there is a concern, individually via telephone.

The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

12. Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff and the ICT Lead will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

13. Attendance and absence

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education for example if school is closed owing to a pandemic.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn and Remote Education can be provided. This will be considered on a case by case basis.

The school will continue to record pupil attendance and absence in the register in line with the education regulations and attendance guidance, using the most appropriate code, and in line with the school's Attendance and Absence Policy.

Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes.

Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.
- Lunchtime will take place between 12:00pm and 1:00pm.
- Afternoon break will take place at 2:15pm until 2:30pm.

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.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform the school office no later than 8:30am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance and Absence Policy.

For individual cases where a pupil is unable to attend school but is able to partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the pupil back to school. Remote education will only be provided when it is judged that its provision will not adversely affect the pupil's return to school and it is possible to provide suitable Remote Education.

School closures and attendance restrictions

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's [emergency planning guidance](#) will be consulted in the event of school closures or attendance restrictions.

14. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via email and the school website about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via generic school email addresses not staff personal school email addresses.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. 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.

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.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in the '[Attendance and absence](#)' section.

Pupils will have verbal contact with a member of staff at least once per week via welfare phone call.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

15. Monitoring and review

The headteacher, SENCO and DSL will review the measures outlined in this policy annually to ensure it reflects the most up-to-date circumstances of the school's online learning provision.

Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.

Roles and Responsibilities: Teachers

Remote Learning Response: Teachers Roles and Responsibilities	
o When providing remote learning, teachers must be available between 8:30am and 4:00pm. o If they are 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. o When providing remote learning, teachers are responsible for:	
Individual Pupil self-isolating **(Not part of a whole school or year group closure)**	**A bubble is self-isolating** **A local or national lockdown. Where schools are instructed to remain open for keyworker children, staff will be on a rota accordingly to enable home learning provision.**
Setting Work	
o Teachers will set work for the pupils in their classes as usual. This is delivered in classes. o For pupils who are self-isolating on an individual / family basis, teachers will provide paper copies of classwork to be collected or delivered where possible. Delivery may be via a staff member or tracked postal service. o Work will be delivered on a week by week basis i.e. if a pupil has to self-isolate part way through a week, the remaining week's work will be made available by the start of the next school day, with the following week's work available at the start of the first day.	o Teachers will set work for the pupils in their classes. This includes those responsible for any streamed groups in Key Stage 2. Work for pupils who receive daily 1:1 Support for specific SEND needs, will be provided by the SENDCO. o Teachers will work with their co-teacher (as applicable) to set work for the year group together. o The work set should follow the usual timetable for the class had they been in school wherever possible, to ensure pupils continue to have access to a broad, balanced and appropriately challenging curriculum. o Lesson input will be adapted with the use of quality lesson videos e.g. from the Oak National Academy to provide a consistent approach. o Each lesson within Showbie will have a set of written instructions and a pre-recorded teacher video of these lesson instructions. o Presentations and resources requiring explanation will be updated by teachers with voice notes explaining e.g. the slides. o Activities delivered within Showbie will be adapted to enable pupils to submit online e.g. via Google Forms. o Weekly/daily work will be shared online by 8am. Staff will use scheduling tools to assist with this. o Teachers in Nursery to Year 2 will be setting work via Home Learning Planners shared on Showbie. Work will be submitted via Showbie. o Teachers in Year 3 to 6 will be setting work on Showbie, work will be submitted on Showbie. o A home learning email address is provided as a backup option, should there be any issues for pupils submitting work via Showbie. o In the event that a teacher is unable to set work for the class owing to illness or caring for a dependent, alternative staff will be appointed to cover this. This may include PPA staff and / or leaders, as appropriate. o Work for the following day, will be scheduled 2 days prior, i.e. work for Wednesday will be scheduled by 4pm on Monday. Work will be scheduled to go live at 8am daily. o Work will be required to be submitted by pupils no later than 8pm two days later i.e. Monday's work will be due on Wednesday by 8pm. o Teachers will include the SENDCO, DHT, PPA Team and Coteacher in their Showbie set up, to enable support to be provided accordingly. o Teachers will use agreed emoji icons to support easy access and reference within Showbie and Showbie.
Learning and Support Materials	
o Teachers will ensure the materials provided for remote learning are suitably adapted to enable pupils to access the content being delivered from home. o Where appropriate, for example in writing, models/examples will be provided to support learning.	o Teachers will ensure the materials provided for remote learning are suitably adapted to enable pupils to access the content being delivered. This will include differentiated activities as appropriate. o Presentations and resources requiring explanation will be updated by teachers with voice notes explaining e.g. the slides. o Where appropriate, for example in writing, models/examples will be provided to support learning.

Remote Learning Response: Teachers Roles and Responsibilities

- When providing remote learning, teachers must be available between 8:30am and 4:00pm.
- If they are 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, teachers are responsible for:

Individual Pupil self-isolating (Not part of a whole school or year group closure)	A bubble is self-isolating
	A local or national lockdown. Where schools are instructed to remain open for keyworker children, staff will be on a rota accordingly to enable home learning provision.
- Where appropriate, support materials such as word banks, word mats, calculation videos and templates / writing frames will be provided to structure pupil's learning accordingly.	- Where appropriate, support materials such as word banks, word mats, calculation videos and templates / writing frames will be provided to structure pupil's learning accordingly.

Receiving work from pupils

- Pupils will submit work via Showbie.	- Pupils will submit work via Showbie accordingly.
- Teachers will access submitted work via Showbie	- Teachers will access submitted work via Showbie.
- In exceptional circumstances, work may be accepted though the school admin or home learning email address, with prior agreement.	- In exceptional circumstances, work may be accepted though the school admin or home learning email address, with prior agreement.

Providing Feedback on work

- Feedback on work will be provided via voice note, written comment, marks and / or marking in Showbie, as applicable within two days of the learning activity taking place in line with the timetable. This is providing the work is submitted within the required timeframe. For example, an activity delivered and submitted on Monday would receive feedback no later than Wednesday evening, provided it was submitted on Monday. - Comments and voice notes will be succinct, identifying relevant success and next steps as appropriate.	- Feedback on work will be provided via comment or voice note as applicable within two days of the learning activity taking place in line with the timetable providing it is submitted within the required timeframe. For example, an activity delivered and submitted on Monday would receive feedback no later than Wednesday evening, provided it was submitted on Monday. - Feedback may be in the form of a voice note, written comment, marks or marking as appropriate. - Comments and voice notes will be succinct, identifying relevant success and next steps as appropriate.

Keeping in touch with pupils who aren't in school and their parents

- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via telephone to assess whether school intervention can assist with pupil engagement. Teachers will contact the appointed welfare team, who will contact the parent via school mobile phones. If contact has not been successful, the welfare team will inform a member of the SLT, who will decide on an appropriate course of action.
- Contact numbers will be accessed by the school's secure CPOMS account only. Contact details will not be written down or taken home.
- CPOMS will be updated by staff accordingly, in line with welfare calls.
- All parent/carer emails should come through the school admin account barlows-ao@barlows.liverpool.sch.uk.
- Any parent / carer emails from the school will be responded to via the school Arbor account during school hours. Where this is not possible, the school admin email or home learning email may be used.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, theses should be referred immediately to the DSL.

Creating Instructional Videos for Home Learning

Remote Learning Response: Teachers Roles and Responsibilities

o When providing remote learning, teachers must be available between 8:30am and 4:00pm.

o If they are 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.

o When providing remote learning, teachers are responsible for:

Individual Pupil self-isolating (Not part of a whole school or year group closure)	A bubble is self-isolating
	A local or national lockdown. Where schools are instructed to remain open for keyworker children, staff will be on a rota accordingly to enable home learning provision.
o Not applicable	When recording instructional videos for home learning teachers should: o ensure they are appropriately dressed. o use locations free from background noise and use plain backgrounds or appropriate virtual backgrounds where possible. o ensure backgrounds and content are appropriate to their role and appropriate for instructional videos being viewed by pupils. o teachers will not be required to deliver live video lessons at present. The focus remains on consistent, quality video materials, instruction and resources. The school will continue to review this in line with guidance.

Online staff meetings / line management meetings

o attend essential online staff meetings / line management meetings as required, to support school business, pupil learning and staff wellbeing.

o attend relevant remotely delivered CPD.

Roles and Responsibilities: Learning Support Assistants

Remote Learning Response: Learning Support Assistants	
o When providing remote learning, Learning Support Assistants must be available between 8:30am and 4:00pm. If this does not fall within their contracted hours, they should liaise with a member of the senior leadership team. o If they are 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. o When providing remote learning, Learning Support Assistants are responsible for:	
Individual Pupil self-isolating **(Not part of a whole school or year group closure)**	**A bubble is self-isolating** **A local or national lockdown. Where schools are instructed to remain open for keyworker children, staff will be on a rota accordingly to enable home learning provision.**
Learning and Support Materials	
o To support learning as directed within their role.	o Supporting teachers with the preparation of learning resource materials within their role, as required. o Carrying out administrative tasks on school provided devices to assist with remote learning and curriculum catch up plans. o Providing reading support via school mobile telephones. This may include listening to readers, assisting with instruction, supporting access to learning platforms, providing login details as requested.
Keeping in touch with pupils who aren't in school and their parents	
o To support welfare contact as requested by the Senior Leadership Team.	o Contacting parents and carers as part of the welfare team (where designated to do so), to check on pupil's welfare and learning needs, as directed by the headteacher. This will be completed via a school allocated device (mobile). o Contact numbers will be accessed by the school's secure CPOMS account only. Contact details will not be written down or taken home. o CPOMS will be updated by staff accordingly, in line with welfare calls. o All parent/carer emails should come through the school admin account barlows-ao@barlows.liverpool.sch.uk. o Any parent / carer emails from the school will be responded to via the school Arbor account during school hours. o Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, theses should be referred immediately to the DSL.
Additional duties	
o Not applicable	o During the school day, Learning Support Assistants will complete tasks as directed by a member of the SLT or their Line Manager.
Online staff meetings / line management meetings	
o attend essential online staff meetings / line management meetings as required, to support school business, pupil learning and staff wellbeing. o attend relevant remotely delivered CPD.	

Roles and Responsibilities: SENDCO

Remote Learning Response: SENDCO
o When providing remote learning, the SENDCO must be available between 8:30am and 4:00pm.
o If they are 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.
o When providing remote learning, the SENDCO is responsible for the earlier mentioned teacher roles and responsibilities in addition to:

Individual Pupil self-isolating (Not part of a whole school or year group closure)	A bubble is self-isolating A local or national lockdown. Where schools are instructed to remain open for keyworker children, staff will be on a rota accordingly to enable home learning provision.
Setting Work for SEND pupils in receipt of 1:1 Support or who have an EHCP	
o Teachers will set work for the pupils in their classes as usual. This is delivered in classes. o For pupils who are self-isolating on an individual / family basis, teachers will provide paper copies of classwork to be collected or delivered where possible. Delivery may be via a staff member or tracked postal service. The SENDCO will be responsible for ensuring pupils with SEND receive any appropriate support materials or SEND specific resources for example, pencil grips, slanted boards. o Work will be delivered on a week by week basis i.e. if a pupil has to self-isolate part way through a week, the remaining week's work will be made available by the start of the next school day, with the following week's work available at the start of the first day. The SENDCO will be responsible for checking the suitability of materials for pupils with SEND, EHCPs or 1:1 Support.	o The SENDCO will set work for the pupils in the ARP provision, SEND pupils in receipt of 1:1 support or those who have an Educational Health Care Plan. This includes those pupils who are awaiting their EHCP to be finalised. Work will be set and reviewed in line with the 'Teacher's roles and responsibilities' where the SENDCO assumes the responsibility of 'the teacher' for these pupils. o The SENDCO will liaise with class teachers accordingly to ensure pupils with SEND are provided with a broad and balanced remote learning curriculum which is adapted to meet their needs. o The work set should follow the usual timetable for the class had they been in school wherever possible, to ensure pupils continue to have access to a broad, balanced and appropriately challenging curriculum. o Weekly/daily work and specific SEND materials will be shared online by 8am. Staff will use scheduling tools to assist with this. o In the event that the SENDCO is unable to set work owing to illness or caring for a dependent, alternative staff will be appointed to cover this. This may include PPA staff and / or leaders, as appropriate. o The SENDCO will monitor and lead the quality of provision for SEND pupils.
Learning and Support Materials	
o Ensuring the materials provided for remote learning are suitably adapted for pupils with SEND as required.	o The SENDCO will ensure the materials provided for remote learning are suitably adapted to enable pupils to access the content being delivered. This includes pupils in the ARP provision, SEND pupils in receipt of 1:1 support or those who have an Educational Health Care Plan. This also includes those pupils who are awaiting their EHCP to be finalised. Presentations and resources requiring explanation will be updated by teachers with voice notes explaining e.g. the slides. o Appropriate accessibility tools will be made available and parents notified accordingly.
Receiving work from pupils	
o Pupils will submit work via Showbie	o Pupils will submit work via Showbie accordingly. o Teachers will access submitted work via Showbie. o In exceptional circumstances, work may be accepted though the school admin email address, with prior agreement.
Providing Feedback on work	

Remote Learning Response: SENDCO

o When providing remote learning, the SENDCO must be available between 8:30am and 4:00pm.

o If they are 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.

o When providing remote learning, the SENDCO is responsible for the earlier mentioned teacher roles and responsibilities in addition to:

Individual Pupil self-isolating (Not part of a whole school or year group closure)	A bubble is self-isolating
	A local or national lockdown. Where schools are instructed to remain open for keyworker children, staff will be on a rota accordingly to enable home learning provision.
o Feedback on work will be provided via comment or voice note as applicable within two days of the learning activity taking place in line with the timetable providing it is submitted within the required timeframe. For example, an activity delivered and submitted on Monday would receive feedback no later than Wednesday evening, provided it was submitted on Monday. o Comments and voice notes will be succinct, identifying relevant success and next steps as appropriate to individual SEND requirements.	o Feedback on work will be provided via comment or voice note as applicable within two days of the learning activity taking place in line with the timetable providing it is submitted within the required timeframe. For example, an activity delivered and submitted on Monday would receive feedback no later than Wednesday evening, provided it was submitted on Monday. o Feedback may be in the form of a score, comment or voice note as applicable. o Comments and voice notes will be succinct, identifying relevant success and next steps as appropriate.

Keeping in touch with pupils who aren't in school and their parents

o If there is a concern around the level of engagement of a pupil/s, parents should be contacted via telephone to assess whether school intervention can assist with pupil engagement. Teachers will contact the appointed welfare team, who will contact the parent via school mobile phones. If contact has not been successful, the welfare team will inform a member of the Senior Leadership Team, who will decide on an appropriate course of action.

o Contact numbers will be accessed by the school's secure CPOMS account only. Contact details will not be written down or taken home.

o CPOMS will be updated by staff accordingly, in line with welfare calls.

o All parent/carer emails should come through the school admin account barlows-ao@barlows.liverpool.sch.uk.

o Any parent / carer emails from the school will be responded to via the school Arbor account during school hours.

o Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, theses should be referred immediately to the DSL.

Additional responsibilities

o Liaising with the Computing Lead and Technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

o 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 and IHPs

o Identifying the level of support.

o Monitoring and adapting provision accordingly.

o Supporting staff in adapting the curriculum for pupils with SEND.

Attending online staff meetings / line management meetings

o attend essential online staff meetings / line management meetings as required, to support school business, pupil learning and staff wellbeing.

o attend relevant remotely delivered CPD.

Roles and Responsibilities: Designated Safeguarding Lead (DSL)

Remote Learning Response: Admin team
o The DSL will be responsible for:

Remote Learning
o ensuring vulnerable families are contacted a minimum of 2 times per week during periods of self-isolation, partial or full closures.
o ensuring a relevant member of staff attends safeguarding related meetings.
o The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Roles and Responsibilities: Phase/Key Stage Leader

Remote Learning Response: Admin team
o The Phase Leader / Key Stage Leader will be responsible for:

Remote Learning
o regularly monitoring the quality of lessons, resources and provision within their phase/key stage, responding accordingly.
o ensuring activities and lessons from their phase/key stage are scheduled and delivered in line with the policy.
o liaising with the ST regarding quality and consistency of provision for their phase/key stage.

Roles and Responsibilities: Welfare Team

Remote Learning Response: Welfare Team
o staff allocated to the remote learning welfare team will be responsible for:

Remote Learning and Welfare Support
o contacting designated families to check on pupils' welfare and home learning experience.
o update CPOMS accordingly.
o update and liaise with senior leaders on matters requiring attention.
o liaise with senior leaders to follow up on requests and queries
o respond to queries as directed by leaders (this includes queries related to Home Learning)
o alerting the DSL, without delay to any specific welfare or safeguarding concerns

Roles and Responsibilities: Admin Team

Remote Learning Response: Admin Team
o   Admin staff will be responsible for:

Remote Learning and Welfare Support
o   forwarding communications to relevant staff, informing senior leaders accordingly and within a timely manner.
o   responding to queries and requests in a timely manner, within school hours.
o   supporting the collection/delivery/postage of paper-based materials and other resources as required.
o   supporting with photocopying paper-based resources as applicable and ensuring these are ready for collection/delivery/postage (as applicable).
o   ensuring FSM pupils receive allocated food / food vouchers as directed by the headteacher.

Roles and Responsibilities: Bursar

Remote Learning Response: Bursar
o   The bursar will be responsible for the following (in addition to those responsibilities set out for the Admin Team):

Remote Learning and Welfare Support
o   checking the admin-ao@barlows.liverpool.sch.uk email inbox throughout school hours.
o   forwarding communications to relevant staff, informing senior leaders accordingly and within a timely manner.
o   working with the senior leadership team to ensure value for money when arranging the procurement of equipment or technology.
o   ensuring that the school has adequate insurance to cover all remote working arrangements.

Roles and Responsibilities: Subject Leaders

Remote Learning Response: Subject Leaders
o   Alongside their teaching responsibilities, subject leads are responsible for:

Curriculum content
o   Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
o   Ensuring relevant subject specific materials are provided to pupils e.g., reading books/materials
o   Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
o   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
o   Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
o   Alerting teachers to appropriate resources they can use to teach their subject remotely

Remote Learning Response: Subject Leaders
o   Alongside their teaching responsibilities, subject leads are responsible for:
o   supporting with online access through provisioning users and providing login credentials. This may be done in conjunction with the contracted technician.

Roles and Responsibilities: IT Technician (Contracted)

Remote Learning Response: IT Technician
o   The IT technician, under the direction of the Senior Leadership Team, will be responsible for:
Remote Learning and Device Support
o   Fixing issues with systems used to set and collect work
o   Helping staff with any technical issues they're experiencing
o   Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
o   Assisting staff with supporting pupils and parents with accessing the internet or devices
o   Setting up devices for remote learning

Roles and Responsibilities: Senior Leaders

Remote Learning Response: Senior Leaders
o   Alongside their teaching responsibilities, senior leaders are responsible for:
Remote Learning
o   Co-ordinating the remote learning approach across the school
o   Monitoring the effectiveness of remote learning through regular online meetings with teachers and subject leaders, reviewing work set or communicating with pupils and parents for feedback.
o   Monitoring the security of remote learning systems, including data protection and safeguarding considerations
o   responding to device access queries
o   responding to alternative access queries such as requests for paper copies
o   allocating relevant tasks and duties to staff in line with the headteachers' direction
o   the headteacher will allocate members of staff to undertake duties as part of a Welfare Team.
o   the headteacher, supported by the DSL, will allocate welfare calls to staff and determine the frequency.

Roles and Responsibilities: Pupils and Parents

Remote Learning Response: Pupils and Parents
o Pupils and Parents are expected to:
Remote Learning and Device Support
Staff can expect pupils learning remotely to: o Be contactable during the school day – although consider they may not always be in front of a device the entire time o Complete work to the deadline set by teachers o Seek help if they need it, from teachers or teaching assistants (via parents/carers as appropriate) o Alert teachers if they're not able to complete work (via parents/carers as appropriate)   Staff can expect parents with children learning remotely to: o Make the school aware if their child is unwell or otherwise unable to complete work o Seek help from the school if they need it via the school email: barlows-ao@barlows.liverpool.sch.uk or via telephone: 0151 525 2751 o Be respectful when making any complaints or concerns known to staff o Support pupils in establishing a 'school day' routine o Informing school staff if they are experiencing difficulties accessing learning resources, online learning or other remote learning concerns. o Respond to welfare calls

Roles and Responsibilities: Governing Body

Remote Learning Response: Governing Body
The Governing Body will be responsible for:
Remote Learning and Device Support
o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible o Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons o Ensuring the welfare of the staff and pupils