



The Westbrook Trust
Achieve Together

Remote Education Policy

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Aims

To share clear expectations to ensure the safety and well-being of pupils and staff engaging with remote learning.

1. Legislative Framework

1.1. This policy is intended to be used in conjunction with, but not limited to, the following Trust policies:

- Home Learning Policy
- Online Safety Policy
- Equality Opportunities
- SEN Policy
- Behaviour Policy
- Disciplinary Policy

2. Provision

2.1. High-quality remote education will be provided for all pupils not on-site as outlined in the school's remote learning procedures communicated to parents, in line with the following expectations set out in the DfE Guidance for full opening: schools:

- provide learning that enables pupils to have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum 3 hours a day, on average, across the school cohort
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

2.2. At all times, schools will have regard to staff work-life balance and wellbeing, including how best to balance the demands of on-site teaching and support for remote education.

3. Online Safety

3.1. Where possible, all interactions will be textual and public.

3.2. All staff and pupils using **video communication** must:

- Communicate in groups – one-to-one sessions are only permitted for specific purposes, agreed by the Head Teacher.
- 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.
- Use appropriate controls within the technology to enhance the experience:
 - **All:** mute themselves when not speaking.
 - **Staff:** ensure meetings are private to the intended group; set up appropriate safety controls including a waiting room if appropriate; identify which users can present; identify which users can mute others etc.

- 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. Recordings may be used to safeguard against allegations.
- Gain prior parental consent for one-to-one sessions for specific purposes agreed by the Head Teacher to be recorded.
- Where possible, ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.
- If working from home, agree to use their personal data to support the sessions.

3.3. All staff and pupils using **audio communication** must:

- 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. Recordings may be used to safeguard against allegations.
- Where possible, ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

3.4. 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 Head Teacher, in collaboration with the SENCO.

3.5. The school will apply its Behaviour Policy as appropriate for any pupils not using devices or software as intended.

3.6. The school will apply its Disciplinary Policy as appropriate for any staff not using devices or software in line with the Code of Conduct.

3.7. 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.

3.8. The school will consult with parents regularly during periods of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

3.9. The school will ensure that all school-owned equipment and technology loaned to pupils for remote learning is appropriate.

3.10. 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.

3.11. 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.

4. Data Protection

- 4.1. 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.
- 4.2. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 4.3. 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.
- 4.4. Parent's and pupil's up-to-date contact details will be collected prior to the period of remote learning.
- 4.5. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- 4.6. The school will not permit paper copies of contact details to be taken off the school premises.
- 4.7. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 4.8. Any breach of confidentiality will be dealt with in accordance with the Trust's Data Protection Policy.
- 4.9. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

An initial impact assessment under the Trust's Single Equality Scheme has been carried out for this policy

A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is unlikely, but positive impact is also unlikely.
E	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary
F	Adverse impact is probable or certain for certain groups but the policy as a whole can nevertheless be justified. PLEASE NOTE: Selecting this assessment will necessitate the need for legal advice