WHITE HOUSE SCHOOL

Remote Learning Policy

Prepared by: The Central Team

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1. Introduction

The White House School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values. Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

While this current policy document may be referred to elsewhere in The White House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at The White House School.

The policy documents of The White House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasion, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community concerning remote learning
- Provide appropriate guidelines for data protection
- Ensure pupils continue to receive a high-quality, ambitious and inclusive education during periods of remote learning, with appropriate support for individual needs.

3. Use of Remote Learning

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

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

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

This might include:

- Occasions when we decide that opening the school is either:
    - Not possible to do safely
    - Contrary to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example, because:
    - They have an infectious illness
    - They are preparing for or recovering from some types of operations
    - 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 pupils with remote education on a case-by-case basis.

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

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and, if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or a 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 pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

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

4. Roles and Responsibilities

Teachers
When providing remote learning, teachers must be available between 8.30am – 4.30pm.

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 providing remote learning, teachers should:

- Provide pupils 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
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely
- Teachers will adapt remote learning to meet pupils' individual needs, including through reasonable adjustments, differentiated resources, alternative methods of communication and appropriate levels of adult support where required.

They are also responsible for:

- Providing **high-quality, meaningful and ambitious remote learning** which reflects the curriculum being taught in school and is appropriate to pupils' age, developmental level and individual needs.
- Setting an appropriate amount of work, with consideration given to pupils' **SEND, communication needs, independence, access to technology and the level of support available at home**.
- Coordinating with colleagues to ensure consistency between remote and in-school provision and providing alternative arrangements where pupils cannot access online learning.
- Providing pupils with **regular opportunities for interaction**, maintaining appropriate contact with pupils and families and responding to questions or concerns within normal working hours.

- Monitoring engagement, reviewing completed work and providing **timely and appropriate feedback** to support pupils' progress.
- Raising concerns regarding engagement, wellbeing or safeguarding in accordance with the school's established procedures.
- Attending virtual meetings where required, maintaining the same standards of **professional conduct, dress and confidentiality** expected when working on site.
- Ensuring remote learning arrangements continue to reflect the school's expectations for **safeguarding, online safety and data protection**.

Teaching assistants

When assisting with remote learning, teaching assistants must be available 8.30am to 3.45pm.

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 are responsible for:

- Supporting identified pupils to **access and engage with remote learning**, under the direction of the class teacher.
- Providing appropriate individualised support, taking account of pupils' **SEND, communication, regulation and learning needs**, while promoting independence wherever possible.
- Maintaining appropriate contact with pupils and families where directed and communicating any concerns regarding **engagement, wellbeing or safeguarding** through the school's established procedures.
- Supporting teachers with the preparation, adaptation and delivery of remote learning resources where required.
- Attending virtual meetings with staff, pupils and parents/carers as appropriate, maintaining expected standards of **professional conduct, dress, confidentiality and safeguarding**.
- Where also working on site, liaising with the class teacher or line manager to ensure responsibilities for both **in-school and remote provision** are appropriately coordinated.

Head of Department

Alongside their teaching responsibilities, Heads of Department are responsible for:

- Ensuring the **subject curriculum remains ambitious, appropriate and accessible** when delivered remotely, adapting approaches where necessary without lowering expectations.
- Working with teachers to ensure remote learning is **consistent, well-sequenced and aligned with the curriculum** being delivered in school.
- Liaising with other Heads of Department and senior leaders to ensure expectations and workload remain **appropriate and manageable** for pupils.
- Monitoring the **quality and consistency** of remote learning within their department through curriculum monitoring and regular communication with teaching staff.
- Identifying and sharing appropriate **resources, platforms and approaches**, including the effective use of recorded or live teaching where appropriate.
- Ensuring remote provision takes account of pupils' **SEND, communication, regulation and accessibility needs**, while continuing to promote progress and independence.

Senior leaders

The Assistant Headteacher 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 pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally daily, whether pupils 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:

- **Coordinating and overseeing** the school's approach to remote education, ensuring provision is consistent, accessible and aligned with the school curriculum.
- Monitoring the **quality, effectiveness and impact** of remote learning through staff feedback, curriculum monitoring, pupil engagement and feedback from pupils and families.
- Ensuring remote learning systems meet appropriate **safeguarding, online safety, data protection and security** requirements.
- Ensuring staff are appropriately **trained and confident** in using digital platforms, including relevant accessibility features to support pupils with SEND.
- Providing clear and timely **communication to pupils and families** regarding remote learning arrangements and expectations.
- Monitoring **pupil engagement, attendance and wellbeing**, ensuring appropriate pastoral or safeguarding support is provided where concerns arise.
- Ensuring pupils eligible for **benefits-related Free School Meals** continue to receive appropriate support during periods of remote education.
- Regularly reviewing remote provision to identify and address any **barriers to access, engagement or learning**, particularly for vulnerable pupils and those with additional needs.

<u>Designated safeguarding lead (DSL)</u>
The DSL is responsible for:

- Ensuring the school's **safeguarding and child protection procedures remain effective** during periods of remote education.
- Ensuring staff understand how to **identify, record and report safeguarding concerns** arising through remote contact with pupils.
- Monitoring the wellbeing and safety of **vulnerable pupils**, working with families, staff and external agencies where appropriate.
- Responding to safeguarding concerns in accordance with the school's **Child Protection and Safeguarding Policy**, including concerns relating to online safety.
- Ensuring appropriate arrangements are in place for **regular contact and welfare checks** where pupils are not attending school.

- Advising staff on safe and appropriate **online communication and virtual contact** with pupils and families.
- Working with senior leaders to identify pupils whose **engagement, attendance or changes in presentation** may indicate a safeguarding or wellbeing concern.
- Ensuring relevant safeguarding information continues to be **shared appropriately with staff and external professionals** during periods of remote education.

The school's Child Protection and Safeguarding Policy remains fully applicable during all periods of remote education.

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 pupils and parents/carers with accessing the internet or devices

Pupils and parents/carers
Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Parents
Parents should notify the school where there are significant barriers to remote learning, including lack of technology, internet access or other circumstances affecting participation.

Chair of the local Governing body
The chair of the local governing body 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

5. Data Protection

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

- Access pupil and school information only through **approved, secure school systems and cloud-based services**, using their individual staff login credentials.
- Use **school-issued laptops or other authorised devices** to access, process or store personal data. Personal devices should not be used unless specifically authorised by a senior leader.
- Ensure devices are **password protected, kept secure and locked when unattended**, particularly when working away from the school site.
- Access confidential information in a **private and appropriate environment**, ensuring information cannot be seen or overheard by others.
- Not download, save or transfer personal or sensitive pupil information to **personal devices, accounts, storage systems or email addresses**.
- Follow the school's **Data Protection, GDPR, Acceptable Use and Online Safety policies** at all times.
- Report any suspected **data breach, loss of equipment or unauthorised access** immediately in accordance with the school's data protection procedures.

Processing personal data
Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy/privacy notice in terms of handling data, which can be found Policies | The White House.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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

The most recent version of our Child Protection and Safeguarding Policy can be found here: Policies | The White House.

7. Links to 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

Contact Information

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

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant class teacher
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL by contacting safeguarding@thewhitehouseschool.org

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Online, hard copy in the schools
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Next Review Date	July 2027

Revision History

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