

South East Stafford Academy Trust

Remote Education and Home Learning Policy

Date Approved: September 2026	Print Name: Matthew Rowell
Date to be Reviewed: September 2027	Signed: Matthew Rowell
1. Statement of Intent	
At SESAT, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. Living by the UNICEF Convention on the Rights of the Child, all children must have Access to Education (Article 28). Through this practice, 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. This policy will ensure a mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. 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. We recognise that, in certain circumstances, remote education may form part of a planned reintegration programme to support a pupil's successful return to full-time school attendance. 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 pupils with mental health absence can minimise the disruption to their education. • 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. • Ensure all pupils have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.	
2. 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 (2024) 'Providing remote education' • DfE (2022) 'Safeguarding and remote education' • DfE (2026) 'Keeping children safe in education' • DfE (2015) 'SEND code of practice: 0 to 25 years' • DfE (2024) '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 (2024) 'Children missing education' • UNICEF Convention on the Rights of the Child	

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Safeguarding Policy
- Health, Safety and Wellbeing Policy
- Behaviour Policy
- Accessibility Plan
- SEND Information Report
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Acceptable Use Policy
- Cyber-security Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Children Missing in Education Policy

3. 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.
- Having a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Developing and maintain a whole school culture that promotes the benefits of good attendance

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 regular reviews when necessary 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 ICT manager.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the health and safety representative 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 manager 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 where 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 and DDSLs** will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT manager 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 **DPO** will be responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the 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.

The **Health and Safety representative** 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 **BFM** 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.
- 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 **ICT manager** 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.
- 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.

4. Resources

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 and mock exam papers

- Current online learning portals
- Educational websites
- Reading tasks
- Teams live Meetings (Whole class situation)
- Pre-recorded video or audio lessons (Whole class situation)

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 arrangements for any 'live' classes, e.g. Teams, will be communicated via email 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.

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, e.g. live classes with questioning, eliciting and reflective discussion, 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.

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. 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. 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. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their trust board or Staffs Tech. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. The ICT manager 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.

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.

5. 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.

When using video communication staff and pupils must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

When using audio communication staff and pupils 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.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy. 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. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary. The school will communicate to parents via letter 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. During the period of remote learning, the school will maintain 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.

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.

6. Systems and Technology

Remote education may include a combination of pre-recorded lessons, online learning materials, independent activities and live teaching or feedback sessions delivered through approved platforms such as Microsoft Teams. The most appropriate approach will be determined by pupils' needs, age and circumstances. The ICT manager will research the providers the school will use for live online lessons, considering ease of use, privacy measures and suitability for the purposes. 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 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 live sessions 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.

7. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working. In relation to these policies:

- The DSLs and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils.
- All contact with vulnerable pupils will be recorded.

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. Parents will be made aware of what their children are being asked to do, including:

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

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required. Home visits are to be avoided and will only take place in special circumstances. In the rare event of a home visit needing to take place, they will:

- Be undertaken by at least two members of staff, one of whom should be suitably trained in safeguarding.
- Be suitably recorded on **My Concern** so that a DSL has access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

Parents of 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.

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.

A **DSL** will meet (in person or remotely) with the relevant members of staff whenever necessary to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely. All members of staff will report any safeguarding concerns to a DSL immediately via My Concern. Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education.

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 sessions, 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.

Pupils and their parents, as always, will be encouraged to contact a 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.

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.

8. Data Protection

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

- The school will obtain consent from parents to conduct any live sessions via letter, or email in the event of letter unable to be returned.
- 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 provide pupils with a school email address and 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 feedback sessions, e.g. to report anything serious that has taken place during the online session.
- 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.

9. Pupil Conduct

- The school will provide pupils with a copy of the Pupil Code of Conduct (see appendix) to ensure they understand their responsibilities with regards to conduct during online learning.
- 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 online learning in an appropriate setting, e.g. a quiet space with a neutral background.
- Pupils will be reminded not to record live online learning on their devices.
- Pupils will not speak during live online learning 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.

10. 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 online learning.
- 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 online learning, where possible.
- Staff will not share personal information whilst conducting online learning.
- Staff will ensure they conduct their online learning from an appropriate location – wherever possible from, school (classroom).
- 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 online learning through channels approved by the SLT.
- Staff will keep a log of what happens during live feedback sessions, e.g. behavioural issues or technical glitches, and ensure it is properly documented in line with the school's Records Management Policy.
- Any low-level concerns relating to staff conduct during remote education will be managed in accordance with the SESAT Low-Level Concerns Policy and safeguarding procedures.

11. 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.

Where a one-to-one online session is deemed necessary to support a pupil with SEND, this will be risk assessed, approved by SLT and undertaken in line with the school's safeguarding procedures. 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.

12. Marking and Feedback

All schoolwork completed through remote learning will be:

- Finished then 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.
- Feedback given 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 phone call 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. Wherever the teacher is concerned of lack of progress, parents will be contacted 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.

13. Health and Safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy. In relation to this:

- Teaching staff and ICT technicians 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 at least 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.

14. Attendance and Absence

Remote education will only be considered where a pupil is unable to attend school but remains well enough to access learning. The school will always prioritise attendance in school wherever possible, recognising that face-to-face education remains the most effective form of teaching, learning, pastoral support and safeguarding.

The school understands that daily on-site attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

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, and only after it has been established that the pupil is, or will be, absent from school.

In such cases the school will work proactively with pupils, parents and any other relevant partners, such as the LA, to remove any barriers to attendance.

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

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 Policy.

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

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.

Individual cases where a pupil is unable to attend school but is able to learn

The school is aware that there should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- Preparing for or recovering from some operations.
- Recovering from injuries where attendance might inhibit recovery.

Where these circumstances arise, and after the pupil's absence from school has been established, the school will consider providing remote education on a case-by-case basis, as part of a plan to reintegrate back to school.

The provision of remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Registering non-attendance in school

Whenever a pupil is absent from school and receiving remote education, staff will mark the pupil as absent in the attendance register. 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 Policy.

15. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via letter and the school website about remote learning arrangements wherever necessary. With regard to communication in the event of remote learning becoming a necessity:

- The Headteacher will ensure that all staff are fully aware of all remote learning arrangements.

- Members of staff involved in remote teaching must 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 the hours agreed.
- Likewise, the pupils learning remotely and their parents must understand that the school staff have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during the hours agreed.
- Members of staff will have contact with their line manager at least once per week.
- Communication with pupils and their parents will take place within the school hours outlined in this policy.
- Pupils will regularly have contact with a member of teaching staff, either individually or as part of a group.
- 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 weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Microsoft Teams Code of Conduct for Children

Aims of the Code of Conduct

As part of the remote learning provision, teachers will provide video lessons that can be accessed through Microsoft Teams. These will not be 'live' to ensure that there is some flexibility for families with more siblings, and to support parents working from home. In order to engage and ensure contact between home and school during periods of remote learning, Teams will also be used for live 'Registration and Feedback' sessions. In these sessions, the teacher will first and foremost have daily contact with the children. They will explain the tasks set for the day and provide feedback from the previous day's tasks, addressing misconceptions if necessary. To maximise the potential of Microsoft Teams as a tool for teaching and learning, all members of the school community will be expected to adhere to the below code of conduct.

General use of Microsoft Teams

- We remember to be polite and respectful, ensuring that the language we – and others in our household in the background – use is appropriate.
- All behaviour expectations in school will be mirrored in our behaviour on Microsoft Teams. We will show our values in action by being respectful of others.
- We will select a quiet area of the home to join Microsoft Teams calls from. Where possible, this should be a living space and not a bedroom.
- We will only join Microsoft Teams meetings via the school email address provided for us.
- We will wear appropriate clothing when joining a video-enabled Microsoft Teams call.
- We will only join Microsoft Teams calls with permission (and supervision, if appropriate) from a parent/guardian.
- We will not record, photograph, take screenshots of, share or repost any Microsoft Teams session or content without permission from the school.
- We will continue to follow the rules regarding use of technology as outlined in the school's Pupil Acceptable Use Agreement.
- Pupils should inform an adult if they see anything online that makes them feel uncomfortable.
- We will leave the session when indicated to do so by the teacher.

Use of Technology

- We will ensure we join Microsoft Teams calls with our audio turned off.
- We will only 'unmute' ourselves when instructed to by our teachers.
- The chat box function will only be used by children without access to a microphone.
- Any comments added to the chat will be supportive of the discussion directed by the teacher.
- The team's message board will be used to reply to threads established by the teacher unless instructed otherwise.
- We ask someone's permission before uploading photographs, videos or any other information about them online.
- We will use the 'hands up' function to make it clear to our teachers that we wish to contribute to the discussion and will wait until called on to unmute and speak.

Expectations of Behaviour/ Related Sanctions

Expectations of conduct on Microsoft Teams is supported by Barnfields Primary School Behaviour Policy. The expectations of behaviour for children in school is expected when engaging with remote learning out of school. During periods of remote learning, teachers will continue to give rewards for exceptional learning and associated behaviours, for example raffle tickets, house points and presentation awards. Similarly, teachers will be guided by the behaviour policy when sanctioning inappropriate or poor behaviour through Microsoft Teams:

- Children will be given a **first warning** for inappropriate use of the technology or behaviour on Microsoft Teams.
- A **second warning** will be given if this behaviour persists.
- On the **third warning**, the child will be removed from the Microsoft Teams call for a two-minute time-out. When this time has passed, they will be invited to re-join the chat.
- If behaviour continues to persist upon readmittance, the child will be removed from the call and a phone-call to parents will be made following the end of the class meeting.