



Ocker Hill Academy

Remote Education Policy

Date policy last reviewed: January 2025

Signed by:

_____ Principal Date: _____

_____ Chair of Trustees Date: _____

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Contents:

[Statement of intent](#)

1. [Attendance and absence](#)
2. [Principles and practice](#)
3. [Communication](#)
4. [Resources](#)
5. [Pupils with SEND](#)
6. [Remote education during a suspension or permanent exclusion](#)
7. [Pupil conduct](#)
8. [Staff conduct](#)
9. [Safeguarding](#)
10. [Systems and technology](#)
11. [Online safety](#)
12. [Data protection](#)
13. [Marking and feedback](#)
14. [Health and safety](#)
15. [Monitoring and review](#)

Statement of intent

At Ocker Hill Academy, 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 academy 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.
- 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.

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 (2024) '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 (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'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following academy policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Pupil Code of Conduct
- Technology Acceptable Use Agreement for Pupils
- Technology Acceptable Use Agreement for Staff
- Cyber-security Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Children Missing Education Policy

2. Roles and responsibilities

The Trust Board will be responsible for:

- Evaluating the effectiveness of the academy's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the Principal.

- Ensuring that online safety training for staff is integrated, aligned and considered as part of the academy's overarching safeguarding approach.
- Deciding whether information regarding the academy's remote education offering should be published on the academy's website.
- Having a clear academy attendance policy on the academy website which all staff, pupils and parents understand.
- Developing and maintain a whole academy culture that promotes the benefits of good attendance.

The Principal 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 academy 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 Trust 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 academy-owned equipment used for remote education to the Leader of Computing and the IT 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 Principal.

The Leader of SEND will be responsible for:

- Liaising with the Leader of Computing 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 Principal 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 Leader of SEND 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 will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the Leader of Computing 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 academy-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 Leader of Computing and Leader of the Curriculum:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Principal.
- 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 Business Manager 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 academy has adequate insurance to cover all remote working arrangements.

The Leader of Computing (in conjunction with the IT Technician) will be responsible for:

- Ensuring that all academy-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 academy 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. Attendance and absence

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

The Academy 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 Academy.

In such cases the Academy 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:

- Academy closures or restrictions on attendance, where Academy access for pupils is restricted
- Individual cases where a pupil is unable to attend Academy but is able to learn

Academy closures and attendance restrictions

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

The Academy will explore all options to ensure the Academy 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 Academy will consider providing remote education.

The Academy 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 Academy closures or attendance restrictions.

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

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

- Recovering from short-term infectious illnesses.
- Preparing for or recovering from some operations.
- Recovering from injuries where attendance might inhibit recovery.
- Whose attendance has been affected by a SEND or a mental health issue.

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

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 the Academy.

Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education as outlined in [Section 7](#) of this policy.

The Academy day

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 10:50am.
- Lunchtime will take place between 12:00 noon and 1:10pm.

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 their child's teacher no later than 8:45am if their child is unwell.

Remote education will be provided for four hours a day on average across the cohort for KS2.

Registering non attendance in the Academy

Whenever a pupil is absent from the Academy and receiving remote education, staff will mark the pupil as absent in the attendance register. The Academy 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 Academy's Attendance and Absence Policy.

4. Principles and practice

When providing remote education the Academy will ensure the following overarching principles and practices are adhered to:

- Remote education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families
- Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education
- Provision will be ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education
- Remote education will be provided that is equivalent in length to the core teaching time pupils would receive in Academy where possible, being mindful of the individual

needs and circumstances of the pupil and their families. This may include, but is not limited to considering the following:

- A pupil's age, stage of development, and independent study skills
- The existence of any SEND or other additional needs the pupils might have
- The pupil's home environment, e.g. having a suitable place and opportunity to study
- Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education
- Any significant demands on parents' or carers' help or support
- Understanding that younger children might require high levels of adult involvement to support their engagement with remote education
- The Academy will work to overcome barriers to digital access where possible for pupils by, for example:
 - Auditing access to devices and connectivity across the Academy as part of wider emergency planning.
 - Distributing Academy-owned devices accompanied by a user agreement or contract if and where necessary and possible.
 - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.
- Where required, the Academy will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the Academy and pupils
- Staff will plan opportunities for regular feedback and interaction with teachers and peers during the Academy day
- A senior leader with overarching responsibility for the quality and delivery of remote education will be identified and in place
- Staff understand that children can be at risk of harm inside and outside of the Academy, inside and outside of home and online
- There will be systems for checking, daily, whether pupils are safe at home and engaging with their remote education

5. Communication

The Academy will ensure adequate channels of communication are arranged in the event of an emergency. The Academy will communicate with parents via WEDUC, (the Parent App) and the Academy website about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via Academy email addresses.

The Principal 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 Academy understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their Academy and home lives – communication is only permitted during Academy 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 Academy hours outlined in the '[Attendance and absence](#)' section.

Pupils will have verbal contact with a member of teaching staff at least once per week via group Teams 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 Principal will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

6. Resources

Learning materials

The Academy will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the Academy 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
- Live webinars
- Pre-recorded video or audio lessons

The Academy will review the DfE's [guidance](#) on where Academies 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. webinars, will be communicated via TEAMS no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

The Academy 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 Academy 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 the internet – these packs can be collected from the Academy office.

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 Academy agrees to provide or loan equipment, e.g. laptops.

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

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

The Leader of Computing or IT Technician will not be responsible for providing technical support for equipment that is not owned by the Academy.

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 Academy will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks. The academy 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 academy, the frequency of which will be in line with Government advice in the case of directed school/academy closure.

Costs and expenses

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

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

If a pupil is provided with academy-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

7. Pupils with SEND

The Academy is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place.

If a pupil has an EHCP the Academy will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.

The Academy is aware of its equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

- Makes reasonable adjustments.
- Does not discriminate.
- Has due regard to the statutory objectives in the public sector equality duty (PSED).

Where pupils with SEND are not able to attend the Academy and require remote education, the Academy will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.

The Academy is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases the Academy will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The Academy 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 video or telephone 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, Leader of SEND and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.

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

Teaching staff will liaise with the Leader of SEND and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The Leader of SEND 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 Leader of SEND, for pupils with SEND where appropriate – the Leader of SEND will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

8. Remote education during a suspension or permanent exclusion

In situations where a pupil is suspended or permanently excluded, the Academy will take steps to ensure that work is set and marked for pupils during the first five Academy days in accordance with the guidance outlined in the DfE's [Suspension and permanent exclusion](#) document.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time.

9. Pupil conduct

The Academy 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 Academy 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 Academy's Behaviour Policy at all times during live online lessons, as they would during a normal Academy day.

The Academy will ensure that any pupils who breach the code of conduct will be disciplined in line with the Academy'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 Academy 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 Academy-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

Staff will only use Academy-owned devices for conducting live online lessons, where possible.

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 Academy hours as far as possible, or within hours agreed with the Academy 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 colleague is has confirmed that they are 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 in line with the Academy's expectations.

11. Safeguarding

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

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

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

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 Academy 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 Academy 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 Academy phones where possible.

All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

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 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 academy will also signpost families to the practical support that is available for reporting these concerns.

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

The academy will ensure the system used for 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 direct messaging on TEAMS. 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 the live online lesson.

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

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

The academy 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 academy will inform parents of the [government-approved resources](#) on child online safety to support parents further.

12. 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 Leader of Computing with the support of other Senior staff will research the providers the academy 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 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.

13. Online safety

This section of the policy will be enacted in conjunction with the academy'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 academy.
- 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 the academy.
- 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 academy 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 academy will consult with parents at least two weeks 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 academy will communicate to parents via the WEDUC app 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 academy 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 academy 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 academy 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 academy will not be responsible for providing access to the internet off the academy premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the academy.

14. Data protection

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

The academy will obtain consent from parents to conduct any live online lessons via letter.

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

The academy 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 letter.

The academy 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 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.

15. 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 academy'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 academy will also consider alternative options where appropriate, e.g. drop-off points at the academy.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via telephone call or email 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 Principal 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 academy 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 academy 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 or, if there is a concern, individually via telephone.

The academy 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.

16. Health and safety

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

Teaching staff and the ICT manager 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.

17. Monitoring and review

The Principal, Leader of SEND and DSL will review the measures outlined in this policy termly during periods of large scale remote learning, to ensure it reflects the most up-to-date circumstances of the academy's online learning provision.

The Principal, DSL and Trust Board will schedule a review of the effectiveness of this policy annually.

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

The next scheduled review date of this policy is January 2026.