Butlers Court School

Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging everyone to flourish. Through a wide range of experiences and opportunities, every child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.

Remote Education Policy

Approved by:	Mrs J Moon
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1. 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 with regards to remote learning
- Provide appropriate guidelines for data protection

2. 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 our school is either:
    - Not possible to do safely
    - Contradictory 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 operation
- 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 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.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available for their usual working hours.

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

The learning sequence, structure and behaviour expectations for each day will be as close to a normal day as possible.

- All live invitations will be sent through the 'Meets' link on the class Google classroom stream
- Live registrations will take place in the morning and afternoon

- Break and lunch times will follow the class timetable
- Children will be invited back at the end of the day for a review of the day and dismissal
- All absences will be followed up
- Most lessons will begin with a 10-15-minute live teaching input
- Some lessons will begin with a pre-recorded teaching video
- Some lessons may extend to longer live discussions or short focused live tasks
- There will be an expectation for all children to complete tasks as they are set for each lesson.
- Live support may continue for groups of pupils to enable teachers or support staff to view work and provide immediate feedback.
- Support work may be conducted through the use of shared interactive programs i.e. 'jam board'
- Once live teaching has ended teachers and teaching assistants will be available for support through subject specific folders

Providing feedback on work

Work completed by children will be acknowledged and feedback provided in line with the school's marking policy. Both teachers and teaching assistants will be involved in providing pupil feedback

Staff may use some self-marking facilities where and when appropriate.

Staff should be available on line to answer queries and support children with their understanding at different allocated points of the day.

Teaching assistants should be allocated to support SEN and vulnerable pupils

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual working hours.

When not assisting with remote learning, teaching assistants are expected to attend school to support cover for critical worker children if necessary.

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 under the direction of the class teacher are responsible for:

- Working with an allocated set of children to provide individualised support.
- Check children are submitting work and engaging with their learning.
- Provide feedback to children on work submitted.

- Communicate with parents and children to check on their welfare and provide encouragement to engage with learning
- Liaise with the class teacher regularly to support the needs of the cohort

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – through reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are have overarching responsibility for the quality and delivery of remote education:

Monitoring the security of remote learning systems, including data protection and safeguarding considerations. The Head teacher 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 (if 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 on a daily basis, 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:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for ensuring that the Child Protection policy is fully implemented.

3.6 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

3.7 Pupils

When working online it is our expectation that pupils will:

- Work in a space that is quiet and free from distractions.
- Our usual class rules apply
- Please behave as you would when we learn in class
- Be on time for registrations and lessons; the live lessons and meetings will begin at the times set on the timetable
- Be dressed appropriately for learning (no pyjamas please)
- Remain attentive during sessions
- Interact patiently and respectfully with teachers and your friends
- Mute your microphone when instructed
- No eating or drinking during live sessions
- Not record each other's online interactions. If the session is to be recorded, this will be done by the teacher
- Make sure you end a live session as soon as the teacher indicates to do so and do not stay in the lesson after the teacher has left
- Turn work in as per instructions
- Please be patient with any technical difficulties

- Be kind, patient and support each other

3.8 Parents/carers

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

Be respectful when making any complaints or concerns known to staff

3.9 Governing board

The governing board 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

4. Who to contact

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 phase leader/Deputy Headteacher
- Issues with IT – log it with Agile
- Issues with their own workload or wellbeing – talk to the phase leader/Deputy Headteacher
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSLs

5. Data protection

5.1 Accessing personal data

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

- Ensure any pupil information is password protected
- Access the data via Hello Data

5.2 Processing personal data

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.

5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping personal devices 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

See Child Protection Policy 2026

7. Monitoring arrangements

This policy will be reviewed annually.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Acceptable use policy
- Online safety policy