Thamesmead School

Remote Learning Policy

Person Responsible	Assistant Head Teaching & Learning
Governors Sub-committee	Curriculum Learning and Standards
Review Period	Every 3 years
Last Review	Spring 2025
Next Review	Spring 2028

1. Aims

This policy aims to:

- Ensure consistency in the approach to remote learning for students who are not in school.
- Set out expectations for all members of the school community regarding remote learning.
- Provide appropriate guidelines for safeguarding, data protection, and online safety.

2. Legal framework

This guidance has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This guidance has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

3. Use of Remote Learning

All students are expected to attend school in line with the attendance policy. Remote learning is **not** an equal alternative to school attendance but will be provided in specific circumstances, including:

- Temporary school closures due to safety concerns or government guidance. Timings of lessons will be adjusted and published to manage breaks in screen time to manage both student and staff well-being.
- Individual students unable to attend school for short-term medical reasons with a duration of less than 2 weeks (e.g., recovery from surgery).

- Students with long-term special educational needs or mental health concerns where remote learning supports reintegration. Only if deemed appropriate by the SENDCO, Deputy Head or Head teacher.

Remote learning will **not** be used as a substitute for in-person learning or as a disciplinary measure.

4. Roles and Responsibilities

4.1 Teachers

When providing remote learning, teachers will:

- Be available during normal working hours.
- Set and deliver high-quality remote education in line with the curriculum.
- Provide clear instructions and expectations for students.
- Ensure remote learning is meaningful, ambitious, and covers a suitable range of subjects.
- Use **Microsoft Teams** as the primary platform for lesson delivery and assignments. See appendix 1 for setting of assignments.
- Provide regular feedback to students on their work.
- Contact parents if a student is not engaging with remote learning.
- Follow the school's safeguarding procedures when interacting with students online.

4.2 Teaching Assistants

Teaching assistants will:

- Support students who require additional help in remote learning.
- Attend virtual lessons where required to assist students with SEND.
- Contact students regularly to check on progress.
- Adhere to safeguarding guidelines during remote interactions.

4.3 Subject Leads

Subject leads will:

- Ensure remote learning materials align with the curriculum.
- Monitor the quality and consistency of remote lessons.
- Support teachers in delivering effective remote education.

4.4 Senior Leaders

Senior leaders will:

- Oversee the effectiveness of remote learning provision.
- Ensure teachers and students are supported in using digital learning tools.
- Address barriers to remote learning (e.g., providing devices to students if needed).
- Monitor engagement and quality of online education.

4.5 Designated Safeguarding Lead (DSL)

The DSL will:

- Ensure safeguarding policies are upheld in remote learning environments.
- Address any online safety concerns.
- Provide guidance for teachers on safeguarding in digital settings.

4.6 IT Support Staff

IT Support staff will:

- Maintain the security and functionality of Microsoft Teams and other remote learning platforms.
- Support staff, students, and parents with technical difficulties.
- Ensure data protection compliance.

4.7 Students

Students engaging in remote learning must:

- Be available for lessons according to their timetable.
- Complete and submit assignments on time.
- Communicate with teachers if they encounter difficulties.
- Follow the school's behaviour policy during online learning.

4.8 Parents and Carers

Parents and carers will:

- Ensure their child follows the school's remote learning schedule.
- Support their child in completing assignments.
- Communicate with teachers regarding any concerns.

- Monitor their child's online activity to ensure safe use of digital platforms.

5. Digital Platforms and Online Safety

- **Microsoft Teams** will be the main platform for lessons and assignments.
- Teachers will record attendance in remote lessons and follow up on absences.
- Students must use school-provided login credentials.
- Staff will ensure that online interactions follow safeguarding and behaviour policies.
- If using a camera staff will blur backgrounds, dress professionally and work from a suitable location free from interruptions.

6. Data Protection

- Staff will access student data only through secure, school-approved platforms.
- Teachers must use school-provided devices where possible.
- Personal data will only be shared as necessary and in line with GDPR regulations.

7. Monitoring and Review

This policy will be reviewed **every 3 years** by the Assistant Head i/c Teaching and Learning.

8. Links with Other Policies

This policy is linked to:

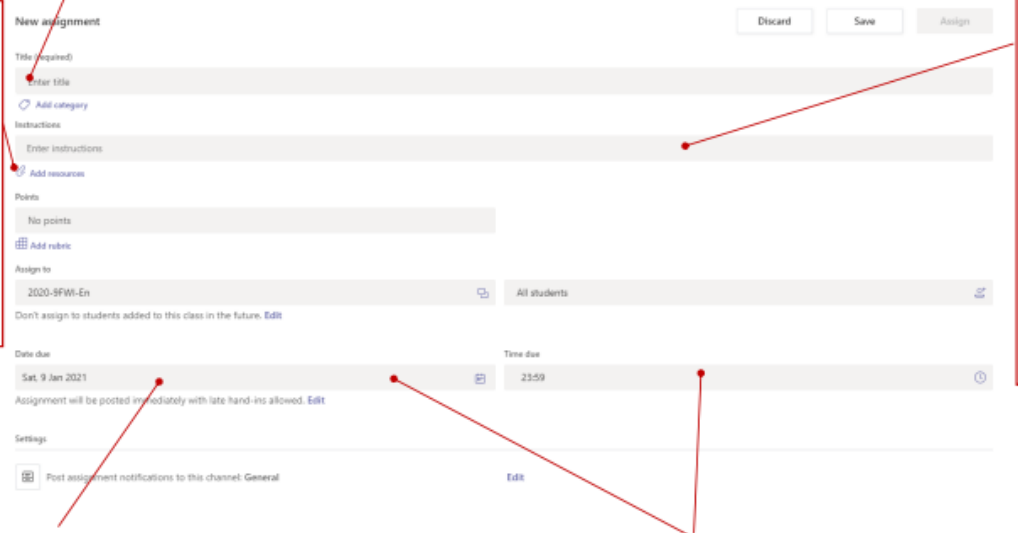
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Data Protection and GDPR Policy
- Online Safety Policy
- Attendance Policy

Appendix 1.1

Setting Assignments

Add the title for the lesson with prefix **Subject** (e.g. Art). If setting a home learning assignment for KS4 or year 9 RPE, please add **'Home Learning'** to the prefix (e.g. Art-Home Learning) to differentiate between this and classwork.

All resources must be provided for each lesson, every time, even if the student has been given them before. For example, if you refer to the knowledge organiser during the lesson, this should either be integrated into the main lesson resource or uploaded as a separate document.



When giving instructions please make the following clear:

1) If you will be teaching the lesson live or, due to circumstances outside your control, this will be an independent task.
2) What you specifically wish to be used as the 'hand-in' task and in what format this should be submitted.
3) How to use any attached resources

Please see the example on the next page

If setting the assignment well in advance of the lesson, please schedule it to post to the team on the day of the scheduled lesson by choosing the 'edit' option.

Set the date due to be the same day as the scheduled lesson and the time due no more than 30 minutes after the end of the lesson. (Closed 24 hours later)