



Remote Education Policy

Person Responsible:	Headteacher
Last reviewed on:	3rd June 2024
Next review due by:	3rd June 2025
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Revisions:	Annually

Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

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

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

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

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

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), as updated, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility \(Sept 2018\)](#) considers a 'parent' to include:

- all biological parents, whether they are married or not

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

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

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data/Due Diligence Checking Ltd (DBS)
- Educare / National College (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)
- Neotas (Online searches / Social Media checks)
- VWV (legal)

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

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

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

Rationale:

This Remote Education Policy aims to set out expectations for all members of the school community, helping us to work together to support our young people through challenging periods. Our natural preference is always to have pupils in school but there will be times when we have to use a blended learning approach for some members of the community at some times e.g. long term absence. This policy sets out how we will seek to continue to support young people emotionally and academically when they are not physically present in school.

The principles of good teaching continue to apply to online teaching and the fundamental importance of relationships and real-time feedback becomes even more critical, with the Education Endowment Foundation noting the importance of ensuring that pupils continue to feel seen and heard, to remain engaged. For our young people, we know that being part of a class and school community is important to their mental health and wellbeing and that there is a risk that they feel rejected or that staff at school do not really care about them. We are therefore opting for synchronous delivery (live streaming the lesson as it is delivered) in order to maintain our pupils' connection to their school, reducing their sense of social isolation and making it less anxiety-inducing for them to rejoin when they are able to attend in person once more.

We need this to be done safely and within clear boundaries, for the safety and wellbeing of pupils and staff. By setting out roles and responsibilities clearly within a framework of expectations, we are seeking to establish the guidelines within which our staff team will work to meet the complex individual needs of pupils.

The Senior Leadership Team and Cavendish Group will keep both policy and practice under review, as we learn from our experiences and continue to respond to the national and local picture.

Quorn Hall School's Remote Education Offer:

The school will provide 5 hours of remote education for secondary-aged pupils and a minimum of 4 hours for Lower School pupils daily during term-time, in line with government guidelines. This will include a combination of daily real-time interaction with staff through Google-classroom and some set work for pupils to complete and submit. Therapists will also continue to offer weekly contact in line with their timetabled sessions.

The school will continue to ensure that:

- Staff have access to Google-classroom and have received basic training in its use.
- pupils have Google-classroom logins and many teachers have been proactive in supporting them to use these during the Autumn term.
- There are sufficient laptops/chromebooks available for staff to use when hosting google-classrooms either from their classroom or from home.

- The school provides Chromebooks on a temporary basis to support young people who are being educated remotely.
- The school continues to post hard-copies of work packs and learning support materials when parents express this as a preference.
- 'Safe and well' calls are made by the pastoral team if pupils are not engaging in the live Google-classroom sessions.

Teachers

Teachers will be available during their normal working hours, whether they are working in school or from home; they should not be in contact with pupils or families outside of these hours. If working from home, teachers will follow the school's dress code and make sure that the room they are using is quiet and minimises distraction. If necessary, they will use a selected background from Google Classroom.

If a teacher is unavailable, they will follow the normal sickness and absence reporting procedures and alternative cover arrangements will be put in place.

Teachers are responsible for:

- Planning and teaching lessons which can be delivered in person and/or broadcast via Google Classroom.
- Setting work which reflects their normal timetable and the school's curriculum offer, with appropriate levels of differentiation to support pupils' needs.
- Consulting with Subject or Key Stage Leads if in their professional judgement, a particular lesson or sequence of lessons should be postponed until face to face learning can resume (and identifying what will be taught instead).
- Reminding pupils as appropriate that the class rules apply online too, with reference to bullying and behaviour policies and Individual Behaviour Plans as appropriate.
- Continuing to apply the principles of good teaching and learning, including opportunities for regular retrieval practice and providing worked examples and modelling to support learning.
- Managing allocated Teaching Assistants to provide additional support and guidance for pupils.
- Providing verbal feedback and marking written work in line with the school's policy. Written work submitted by pupils who are remotely educated will be acknowledged within 24 hours; teachers are not expected to communicate with pupils outside of working hours.
- Alerting The Pastoral and Safeguarding team of any concerns they have about pupils' welfare and attendance/engagement, in line with the school's Safeguarding Policy.

Teaching Assistants

Teaching Assistants will be available during their normal working hours, whether they are working in school or from home; they should not be in contact with pupils or families outside of these hours without express permission from the SLT. If working from home, staff will follow the school's dress code and make sure that the room they are using is quiet and minimises distraction. If necessary, they will use a selected background from Google Classroom.

If they are unavailable for work, they will follow the normal sickness and absence reporting procedures and alternative cover arrangements will be put in place where possible.

When assisting with remote education, Teaching Assistants are responsible for:

- Supporting the teacher and pupils through Google Classroom.
- Maintaining rapport and relationship with the pupil.
- Remind pupils as appropriate that the class rules apply online too, with reference to the pupil's Individual Behaviour Plan and the school's expectations re counter-bullying and positive behaviour as appropriate.
- Providing additional 1:1 support with set work e.g. watching a recorded video clip in chunks with the pupil, checking for understanding and then supporting them to apply this learning in the work set by the teacher.
- Reminding pupils of ways they can self-regulate and supporting them to take a break when needed before returning to learning.
- Alerting The Pastoral and Safeguarding team of any concerns they have about pupils' welfare and attendance/engagement, in line with the school's Safeguarding Policy.

Middle Leaders e.g. SENCO and Subject Leads

In addition to their teaching responsibilities, middle leaders can continue to provide valued support and advice for colleagues.

- Reflecting with colleagues on the sequence of learning and whether some aspects will need to be revisited or delayed until face-to-face teaching resumes.
- Alerting colleagues to suitable resources they can use to enhance remote education and reduce workload.

Senior Leadership Team

Alongside their existing responsibilities, when the school is having to provide remote education, Senior Leaders are also responsible for:

- Coordinating the remote education provision.
- Ensuring that staff and pupils who are working remotely have access to suitable devices.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that the school continues to provide additional support e.g. checking that pupils are safe and well during periods of remote education and providing meal vouchers.
- Continuing to implement the school's safeguarding policy for pupils who are not physically attending school, working in partnership with families and other agencies.

Therapy Provision

We recognise that it is hard for many pupils to access therapy effectively remotely but the therapists remain available for virtual sessions and will also use their con-contact time to develop and share resources and advice with colleagues.

Pupils

We expect pupils who are remotely educated to:

- Use the school Chromebook to access remote learning, rather than a personal device.
- Be contactable during the school day, even though they may not need to be in front of a screen for all of that time.
- Engage with their familiar staff.
- Ask for help.
- Take breaks and use strategies that help them to feel calm and safe.
- Follow the class rules and their individual plans with support, advice and guidance. This includes not using mobile phones during lessons.

Parents and carers

We recognise that having children at home places an additional strain on parents and carers and that many people are managing the competing demands of work plus providing support and care for other children and dependent people in the home. We are not expecting parents to become teachers but are outlining below some ways in which you can support your child with remote education.

- Maintain the regular daily routine as much as possible e.g. that pupils are awake and ready to engage with remote education activities in line with their usual timetable.
- Ensure they use the Chromebook provided by Quorn Hall School to access their remote education. This increases our capacity to keep them and their peers safe online. If your child is having to learn remotely but does not have access to a school ChromeBook, please contact the Headteacher as a matter of urgency.
- If your child is unwell, communicate this to the school using the normal procedures and phone numbers.
- Show interest in and support for what they do achieve, whilst also acknowledging that remote education can be harder for some people.
- Contact the school's leadership team (rather than their teacher) if you are worried about your child's safety or wellbeing.

If as parents or carers you would prefer to receive written work packs or if you need additional resources e.g. writing and drawing materials, please tell us. We want to work with you to support your child during these difficult times rather than add to the pressure you experience.

Likewise, if as parents or carers, you have questions, concerns or complaints about the quality of remote education, please raise these with the Leadership Team in the first instance.

Cavendish Executive Team

As part of their ongoing governance responsibilities, the Executive Team will monitor the quality and compliance of the school's remote education provision. They will continue to support schools with appropriate levels of resource e.g. IT equipment.

Data Protection

We continue to adhere to our Data Protection and GDPR policy.

Personal data is stored securely in our School Information Management System. Staff and pupils have school email accounts and Google Classroom is already set up so there should be no need for teachers to collect or share personal data as part of Remote Education provision.

School devices (Chromebooks and laptops) are password-protected and also have anti-virus, anti-spyware and web-filtering protection.

Safeguarding

The school will continue to implement the Safeguarding and Child Protection policy, including its ongoing focus on the safety and wellbeing of pupils who are not physically at school.

Online safety is also of paramount importance. We provide Chromebooks or laptops to pupils who are being educated remotely as part of our safeguarding duty; each device is installed with web-filtering software which helps us to protect all of the pupils engaging with Google Classroom and reduces the pressure on parents to monitor the safety of sites accessed during remote learning. However, no software is perfect and the period of national lockdown may increase the risk of people who wish to harm children finding ways to circumvent protective software. We encourage both staff and parents to continue to raise concerns promptly with the Safeguarding Team.

We expect pupils to continue to adhere to the school's rules on acceptable use of mobile phones, which means they should not be used during lessons. Work can be completed and submitted through the Chromebook during remote education sessions and all communication can be achieved through the Chat function on Google Classroom. We will not accept pupils using phones to engage in texting, playing music or videos on speakerphone during lessons or the use of photography or video-recording.

Monitoring and Review

Remote Education is a new and evolving phenomenon and it is important that we continue to learn from our own and others schools' experiences to refine our practice. The Leadership Team and Executive Team will continue to monitor the effectiveness of Remote Education throughout the Spring and Summer terms. The policy will be formally reviewed annually.

This policy should be read in conjunction with

[The Safeguarding and Child Protection Policy](#)

[Counter-Bullying Policy](#)

<https://www.gov.uk/government/publications/remote-education-good-practice>