



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Remote Learning Policy

Approved by TCES Operational Board on behalf of
Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, September 2025

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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 on school premises
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Provide clear expectations to staff with regards to delivering high quality interactive remote learning
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Ensure that pupils engage in learning they would have completed had they been on an educational site

2. Roles and responsibilities

The entire school community is involved in remote learning, including teachers, teaching assistants, therapeutic education practitioners, inclusion team, clinical team, senior leadership team and school

support team. All online lessons with pupils must be recorded and set up according to online safeguarding procedures. Staff must ensure they have been appropriately trained in the setting up and managing of online classrooms and associated meetings by the in-house TCES IT Manager.

2.1 Teachers

When providing remote learning, teachers must be available during regular school 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 attending virtual meetings, all staff should follow expected professional standards in relation to:

- Dress code.
- Location, e.g., avoid noisy areas, nothing inappropriate in the background.

When providing remote learning, teachers are responsible for:

Setting work

- Teachers are required to deliver live or recorded lessons through their virtual classrooms on Microsoft Teams.
- Work, and resources and feedback will be added to the virtual classroom through the 'Assignments' or 'Notebook' tools whether working with classes or 1:1
- Work should be uploaded to the class or individual's virtual classroom before the lesson, ideally the day before or at the start of the week.

Each class or 1:1 pupil will have its/ their own virtual classroom for each subject. In the event of absence, staff must follow absence procedures and provide work so their lessons can be covered by colleagues to provide minimal disruption to pupils' learning. Cover teachers should follow standard operational procedures, including completion of registers, apply appropriate rewards sanctions in accordance with the behaviour policy and provide the timetabled teacher with a debrief following the lesson.

Providing feedback on work

- Pupils will complete their work through an Assignment or on the Notebook features of Teams within their virtual classrooms.
- Teachers will provide written feedback responding to the piece of work with two specific praise points and at least one SMART target they can complete independently. The following lesson, pupils should be given Dedicated Improvement and Reflection Time (DIRT) so they can action the SMART targets set by staff in their feedback.
- Feedback is an ongoing process that will continue whether onsite or working/learning remotely and teachers should refer to the methods outlined in the Teaching and Learning Framework.

Keeping in touch with pupils who aren't in school and their families

- Teachers will follow the school's protocol for contacting pupils (and their families) when learning remotely, ensuring that the Attendance Toolkit and wider Safeguarding procedures are being followed especially regarding a Child Missing in Education (CME).
- Teachers will fill out the engagement tracker Pathway or Therapeutic Learning plans (according to the procedures in each school) to monitor the progress of pupils learning remotely.
- Teachers will respond professionally to communication from pupils/families and will do so in a timely fashion within their normal working hours.
- Teachers will follow the TCES Safeguarding and/or Complaints Policies, should any issues arise during remote learning.
- Teachers will follow the Attendance and Behaviour Toolkits during remote learning.
- Teachers will always adhere to the TCES Code of Conduct during periods of remote learning.

Attending virtual meetings with staff, families and pupils

- Teachers will follow the school dress code outlined in the TCES Code of Conduct when teaching or attending meetings remotely.
- Teachers will be aware of their surroundings and what is on show in front of their camera when teaching or attending meetings remotely as per the IT Code of Conduct. Staff should have cameras on at all times during all meetings.
- Teachers with pupils still onsite will use the Blended Offer to deliver to both onsite and remote learners (See Blended Offer in the Curriculum Guarantee).

2.2 Teaching Assistants / Therapeutic Education Practitioners

When assisting with remote learning, teaching assistants must be available during their normal 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 assisting with remote learning, Teaching Assistants and Therapeutic Education Practitioners are responsible for:

Supporting pupils who aren't in school with learning remotely

- By attending their classes remotely through their group's virtual classroom on MS Teams to support their classes/ 1:1 learning.
- Support the class, pupil, and teacher during the session as per an onsite class.

Attending virtual meetings with teachers, families, and pupils

- Teaching Assistants and Therapeutic Education Practitioners will follow the school dress code outlined in the TCES Code of Conduct when in the virtual classroom or attending meetings remotely.

- Teaching Assistants and Therapeutic Education Practitioners will be aware of their surroundings and what is on show in front of their camera when teaching or attending meetings remotely as per the IT Code of Conduct. Staff should have cameras on at all times during all meetings.
- Teaching Assistants and Therapeutic Education Practitioners with pupils still onsite will use the Blended Offer to support their class/pupils/1:1 remotely and onsite (See Blended Offer in the Curriculum Guarantee).

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement.
- Monitoring and the effectiveness of remote learning – this is monitored through regular meetings with teachers and subject leaders, virtual learning walks, reviewing planning documents, work set and corresponding teacher feedback or reaching out for feedback from pupils and families – including by using pupil voice, auditing the work online and resources produced by the pupils.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensure that Middle Leaders/ Heads of Department adapt schemes of learning so that teachers are aware of how the intended key components can be taught remotely, creatively and in an engaging manner for pupils, especially hands on practical learning activities.
- Leading virtual meetings to ensure consistency across the school.
- Ensuring that staff, pupils, and families benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance, loss of efficacy, creativity, engagement or opportunities on behalf of pupils.

2.4 Designated safeguarding lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns. **However, all staff are responsible for the identification and timely reporting of potential safeguarding concerns. Staff must be fully cognizant of safeguarding policy and practice, knowing when to seek advice from DSLs and when to call emergency services directly.** For further information, please refer to the Safeguarding Policy.

The DSL will follow the guidelines set out in the addendum to the School's Child Protection and Safeguarding policy - COVID-19 School Closure arrangements for Safeguarding and Child Protection at TCES.

TCES has a Company Safeguarding Lead, Designated Safeguarding Lead (DSL) and a Deputy DSL.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a Senior Leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to child protection systems and liaising with the offsite DSL (or deputy).

It is important that all staff have access to a trained DSL (or deputy) and know whom to contact across the company if their school DSL is not available or responding to communications.

In school:

We will continue to have appropriate filtering and monitoring systems in place in school to log, restrict and monitor attempts to access inappropriate materials and IT support can be accessed remotely if required.

Outside school:

Where staff are interacting with children online, they will follow the Code of Conduct for Distance Learning and Distance Therapy.

Staff will continue to be alert to signs that a child may be at risk of harm online and while at home and the community, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will ensure children know how to report any concerns they have back to our school, and signpost them to other sources of support, too.

2.5 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and families 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.
- Assisting pupils and parents with accessing the internet or devices.
- Testing and reviewing the efficacy of safeguarding software and procedures

2.6 Pupils and families

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Staff can expect families with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to study and encouraging their children to focus.

- Make the school aware if their child is sick or otherwise can't complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered.
- Seek help from the school if they need it – if parents are struggling, they can access the following tools to be able to support their child (BKSB, Lexia, Zaprendo, Bedrock Learning, My Maths, Sumdog, Times Table Rock Stars, TCES distance learning portal, Microsoft Teams).
- Be respectful when making any complaints or concerns.

2.7 Governing Board

The governing board is responsible for:

- Ensuring that each individual pupil has equal access to the full breadth and depth of the school curriculum.
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. 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 teacher, subject lead, SENCO, SLT or Head of Teaching, Learning and Curriculum.
- Issues with behaviour – talk to the Pastoral Care Coordinator, SLT, Therapists or Inclusion and Pupil leadership manager.
- Issues with IT – talk to IT staff – Wanstor.
- Issues with their own workload or wellbeing – talk to their Line Manager.
- Concerns about data protection – talk to the People Team.
- Concerns about safeguarding – talk to the DSL.

4. Data protection

4.1 Accessing personal data

Staff can access the GDPR Policy on SharePoint, and this describes the type of data that can be shared online.

Staff and pupils should use a TCES desktop computer or a work laptop to access relevant data. Staff and pupils are encouraged to use these rather than their personal equipment to ensure they remain compliant with safeguarding and GDPR requirements.

4.2 Processing personal data

Staff members may need to collect and/or share personal data internally and (this will be held in accordance with GDPR requirements), such as email address, phone number, address and DOB as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

Staff are reminded to use common sense and not to share personal data (their own or pupils') online, certainly not with pupils and their families- this includes personal phone numbers.

4.3 Keeping devices secure

Talk to your data protection officer for more help, and Wanstor our IT staff if you want to include details on how to put these measures in place.

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

- Keeping the device 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 and ensuring that anti-virus and anti-spyware software is kept up to date.
- Keeping operating systems up to date – always install the latest updates.
- Store the device securely to avoid theft.

5. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a Designated Safeguarding Lead. If you are unable to contact someone and it is an urgent matter, speak to a member of the Senior Leadership Team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during your training.

Staff must ensure that all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

The Child Protection and Safeguarding Policy: COVID 19 addendum Policy – can be found on SharePoint and is also on the website for families to access.

We will continue to have appropriate filtering and monitoring systems in place in school and IT support can be accessed remotely if required.

Outside school:

Where staff are interacting with children online, they will follow the Code of Conduct for Distance Learning and Distance Therapy.

Staff will continue to be alert to signs that a child may be at risk of harm online as set out in our Safeguarding Policy and the latest version of Keeping Children Safe in Education, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

6. Monitoring arrangements

This policy will be reviewed yearly. This is monitored by the Quality and Assurance Manager. At every review, it will be approved by the full governing board/committee.

7. Links with other policies

This policy is linked to our:

- Behaviour Policy.
- Child Protection Policy and Coronavirus Addendum to our Child Protection Policy.
- Data Protection Policy and Privacy Notices.
- Home-School agreement.
- ICT and Internet Acceptable Use Policy.
- Online Safety Policy.
- Curriculum Guarantee Policy.
- Attendance Policy and toolkit.