



Ravenshall

all different | all equal | all important

Remote Education Policy

TITLE	Remote Education Policy
VERSION	1.2
DATE	September 2024
AUTHOR	R Robinson
APPROVED BY HEAD TEACHER	11.9.24
APPROVED BY GOVERING BODY	25.9.24
NEXT REVIEW DATE	September 2025

1. Statement of School Philosophy

At Ravenshall School we strive to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote education reflects this.

2. Aims

This Remote Education Policy aims to:

- Ensure the use of a curriculum sequence that allows access to high quality online and offline resources and teaching videos and that are linked to the school's curriculum expectations
- Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote education
- Ensure access to high quality remote education resources
- Ensure consistent use of online tools across the school in order to allow interaction, assessment and feedback
- Ensure provision of alternative remote education resources for pupils without suitable online access
- Ensure a broad and ambitious curriculum

3. Who is this policy applicable to?

- A pupil who is absent because they are awaiting test results
- A pupil who is absent because they have tested positive for A long term illness

4. Remote Education Provision

In the event of a pupil being absent due to a long term illness, the school will:

- Work in close partnership with families and recognise each family is unique, ensuring that remote learning will meet their individual needs and circumstances

In the event of a pupil being absent due to A long term illness, teachers and classroom/support staff, when directed, are expected to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Plan a well-sequenced curriculum so that knowledge and skills are built incrementally, with clear learning intentions
- Provide frequent clear explanations of new content
- Gauge how pupils are progressing through the curriculum through regular assessment of pupil work
- Consider the demands on parents' help or support when planning learning activities

Make daily contact with pupils/parents through phone calls or Class Dojo messaging regarding pupil progress and welfare

5. Remote Education Resources

In the event of a pupil being absent due to A long term illness, the following resources will be used:

- Daily timetable to support structure and routine
- Virtual lessons on Microsoft Teams
- Online tools (Class Dojo, Education City, Lexia, Sumdog, Oak Academy, Ravenshall School website, Microsoft Teams)
- Recordings of instructional videos and assemblies available on the school website
- Printed pre planned learning packs
- Physical materials such as story books and writing tools

6. Roles and Responsibilities

Teachers

This section explains the school's remote education provision and teacher responsibilities in each of the following scenarios:

- Teachers who are timetabled to teach pupils should invite pupils to attend lessons virtually through a Microsoft Teams link
- Teachers to set up home learning tasks through Dojo and monitor engagement and outcomes
- Teachers must prompt and continually encourage parents to provide feedback on daily tasks, through Class Dojo, for assessment purposes
- Teachers should provide alternative remote education resources for pupils without suitable online access

Any complaints or concerns shared by parents or pupils should be reported to a member of the Senior Leadership Team.

Any safeguarding concerns should be referred immediately to the DSL or Deputy DSLs by telephone (NB email is not always reliable).

Phase Leaders

Key stage leaders are responsible for:

- Monitoring pupil engagement in remote learning and supporting class tutors in following up any concerns.

Subject Leaders

Leaders of core subjects are responsible for:

- supporting teachers with the planning of appropriate remote learning activities

IT Support

IT support staff are responsible for:

- Repairing issues with systems used to set and collect work
- Assisting staff with technical issues they may experience
- Reviewing the security of remote education systems and flagging any GDPR breaches to the GDPR officer
- Assisting parents or pupils with access to the internet or computer devices
- Monitoring the security of remote education systems, including data protection and safeguarding considerations

DSL

The DSL is responsible for:

- Managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Senior Leaders

Senior leaders are responsible for:

- Co-ordinating the remote education approach across the school, including daily monitoring of engagement.
- Monitoring the effectiveness of remote education – through regular meetings with teachers and subject leaders, reviewing work set and feedback from pupils and parents

Governing Body

The governing body is responsible for:

- Monitoring the school's approach to providing remote education to ensure the quality of education remains outstanding
- Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons

7. Links with other policies

This policy is linked to the school's

- Safeguarding policy
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
Acceptable use policy
- Staff code of conduct

Change management log		
Version number	Changes	Date
1.1	Updated format	11.9.23
1.2	Removed the term Covid-19 to reflect all long term absences	16.9.24