



The Wildings

Remote Education Policy

Last updated [18/11/2024](#)

To be reviewed [annually](#) by the [Principal](#) and [Chair of Governors](#)

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Statement of intent

At The Wildings, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual young person or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all young people have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

Minimise the disruption to young people's education and delivery of the curriculum.

Ensure provision is in place so that all young people have access to high-quality lesson content.

Protect young people from the risks associated with using an online lesson platform through the internet.

Ensure colleagues, parent and young people's data remains secure and is not lost or misused.

Ensure robust safeguarding measures are in place during live online lessons.

Ensure all young people have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

1. Legal framework

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

Data Protection Act 2018

The UK General Data Protection Regulation (UK GDPR)

The Education (Pupil Registration) (England) Regulations 2006

DfE (2023) 'Providing remote education'

DfE (2022) 'Safeguarding and remote education'

DfE (2023) 'Keeping children safe in education 2023'

DfE (2015) 'SEND code of practice: 0 to 25 years'

DfE (2022) 'Working together to improve school attendance'

DfE (2022) 'Health and safety: responsibilities and duties for schools'

DfE (2018) 'Health and safety for school children'

DfE (2016) 'Children missing education'

DfE (2020) 'Help with accessing and buying resources for remote education'

This policy operates in conjunction with the following school policies:

Data Protection Policy

Child Protection and Safeguarding Policy

Health and Safety Policy

Communication Policy

Accessibility Policy

Special Educational Needs and Disabilities (SEND) Policy

Attendance and Absence Policy

Online Safety Policy

Staff Code of Conduct

Technology Acceptable Use Agreement for Young People

Technology Acceptable Use Agreement for Colleagues

Marking and Feedback Policy

Curriculum Policy

Assessment and Examinations Policy

Children Missing Education Policy

2. Roles and responsibilities

The governing board will be responsible for:

Evaluating the effectiveness of the school's remote learning arrangements.

Reviewing the effectiveness of this policy on an **annual** basis in conjunction with the principal.

Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.

Deciding whether information regarding the school's remote education offering should be published on the school's website.

The principal will be responsible for:

Ensuring colleagues, parents and young people adhere to the relevant policies at all times.

Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including live online lessons.

Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.

Ensuring that the school has the resources necessary to carry out the procedures in this policy.

Ensuring that young people have access to remote education as soon as reasonably practicable, where appropriate.

Reviewing the effectiveness of this policy on an **annual** basis in conjunction with the governing board and communicating any changes to colleagues, parents and young people.

Arranging any additional training colleagues may require to support young people with live online lessons.

Ensuring that the remote education provision expected from colleagues is accessible to colleagues with additional needs which may be impacted by the online format, e.g. colleagues who are visually impaired.

Conducting **termly** reviews of the live online lesson arrangements to ensure young people's education does not suffer.

Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.

Ensuring value for money when arranging the procurement of equipment or technology.

Ensuring that the school has adequate insurance to cover all remote working arrangements.

Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.

Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

Colleagues will be responsible for:

Adhering to this policy at all times when preparing and delivering remote education.

Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.

Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

Reporting any defects on school-owned equipment used for remote education to the Principal.

Adhering to the Colleague Code of Conduct at all times.

Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.

Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the principal.

The SENCO will be responsible for:

Liaising with the Principal to ensure that the technology used for remote education is accessible to all young people and that reasonable adjustments are made where required.

Ensuring that young people with EHC plans continue to have their needs met during periods of remote education, and liaising with the principal and other organisations to make any alternate arrangements for young people with EHC plans.

Identifying the level of support or intervention that is required while young people with SEND receive remote education.

Ensuring that the remote education provision put in place for young people with SEND is monitored for its effectiveness.

Liaising with the principal and LA in circumstances where delivering remote education to young people with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The DSL will be responsible for:

Attending and arranging, where necessary, any safeguarding meetings regarding remote education.

Liaising with the principal to ensure that all technology used for remote education is suitable for its purpose and will protect young people online.

Identifying vulnerable young people who may be at risk if they take part in remote education.

Ensuring that child protection plans are enforced if vulnerable young people take part in remote education.

Identifying the level of support or intervention required while young people take part in remote education and ensuring appropriate measures are in place.

Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

Ensuring all colleagues, parents, and young people are aware of the data protection principles outlined in the UK GDPR.

Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.

The health and safety officer will be responsible for:

Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.

Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.

Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.

Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

Parents will be responsible for:

Adhering to this policy at all times during periods of remote learning.

Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.

Reporting any technical issues to the school as soon as possible.

Ensuring that their child always has access to remote learning material.

Reporting any absence in line with the terms set out in 'Attendance and absence' section of this policy.

Ensuring their child uses the equipment and technology provided for remote learning as intended.

Young People will be responsible for:

Adhering to this policy at all times during periods of remote learning.

Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.

Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.

Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.

Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.

Ensuring they use any equipment and technology for remote learning as intended.

Adhering to the Communication Policy at all times.

3. Resources

Learning materials

The school will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the school may make use of the following:

Printed resources, e.g. workbooks and textbooks

Email

Past and mock exam papers

Current online learning portals

Educational websites

Reading tasks

Live webinars

Pre-recorded video or audio lessons

The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all young people have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via [email](#) no later than [one day](#) before the allotted time and kept to a reasonable length of no more than [one hour](#) per session.

Where remote education is needed, the school will ensure that it is equivalent in length to the core teaching young people would receive in schools and includes recorded or live direct teaching time, as well as time for young people to complete tasks and assignments independently.

Remote education will be provided for **three** hours a day on average across the cohort for KS1, with less for younger children, and **four** hours for KS2.

Remote education will be provided for **five** hours a day for pupils in KS3 and KS4. This will be dependent on the young person's working ability and not chronological age.

When setting remote education work, the school will consider the young person's age, stage of development and any SEND. The school will also consider where this would likely require significant levels of support from parents, e.g. younger children or young people with SEND who likely need parental involvement to facilitate engagement with remote education.

The school recognises that interactive lessons are most effective in aiding young people's motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for this.

Work packs will be made available for young people who do not have access to a printer – these packs will be posted directly to homes.

Teaching staff will liaise with the SENCO and other relevant colleagues to ensure all young people remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for young people with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for young people with SEND where appropriate – the SENCO will also contact the young person's parents to see how the young person can be supported by adults while learning remotely.

Any issues with remote learning resources will be reported as soon as possible to the relevant colleague.

Young people will be required to use their own school provided "Surface Book" to access remote learning.

Young people and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with 'marking and feedback' section of this policy.

Food provision

The school will signpost parents via [email](#) towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

The school will ensure good quality lunch parcels are provided to young people eligible for FSM who are accessing remote education until they are able to attend school.

Costs and expenses

The school will not contribute to any household expenses incurred while young people learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between a young person's homes and the school premises, or childcare costs.

If a young person is provided with school-owned equipment, the young person and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Systems and technology

Colleagues will only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or a reputable provider's official website.

Colleagues will research the providers the school will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons. Where necessary, they will refer to government-approved resources, e.g. from the [National Cyber Security Centre \(NCSC\)](#) and from the [South West Grid for Learning](#), when selecting their recommended providers.

Teachers will review the DfE's list of [online education resources](#) and utilise these resources as necessary.

To prevent the misuse of remote education software, colleagues will:

Ensure privacy settings are adjusted appropriately on the provider's site or application.

Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.

Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.

Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.

Ensure all pupils due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.

Ensure streaming and online chat functions are disabled for young people.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Young people will be encouraged to take regular physical exercise to maintain fitness.

5. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

All colleagues will be made aware that the procedures set out in the school's Colleagues Code of Conduct apply at all times during the delivery of remote education.

Regular communications with parents will be used to reinforce the importance of keeping young people safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with online.

The DSL will arrange for regular contact to be made with vulnerable young people during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable young people will be made using school phones where possible.

All contact with vulnerable young people will be recorded on CPOMS.

The DSL will keep in contact with vulnerable young people's social workers or other care professionals when the young person is receiving remote education, as required.

All home visits will:

- Have at least **one** suitably trained individual present.
- Be undertaken by no fewer than **two** colleagues.
- Be suitably recorded on CPOMS.
- Actively involve the young person.
- Only take place following the completion of a Home Visit Risk Assessment.
- Vulnerable young people will be provided with a means of contacting the DSL, their deputy, or any other relevant colleague – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet, in person or remotely, with the relevant colleagues termly to discuss new and current safeguarding arrangements for vulnerable young people learning remotely.

All colleagues will report any safeguarding concerns to the DSL immediately. Young people and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Colleagues will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the school's DSL.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of young people attending the lesson.

Young people will not share private information through the live online system. Young people will not respond to contact requests from people they do not know when using systems for live online lessons.

Young people will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via **email**. Young people will be provided with the contact details of the DSL to report any concerns.

Colleagues will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Pastoral Team will be on hand to supervise and handle any sudden changes or developments, such as disputes between young people, that may occur during the live online lesson.

Colleagues will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

The school will ensure that parents know what young people are expected to do for a live online lesson, including the websites young people will be asked to use and the team member young people will interact with online.

The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the [government-approved resources](#) on child online safety to support parents further.

6. Data protection

Colleagues will have due regard for the school's Data Protection Policy at all times whilst conducting live online lessons.

The school will obtain consent from parents to conduct any live online lessons via [email](#).

The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and young people via [email](#).

The school will obtain consent from parents if any images or identifying information about any young person may be used during the live online lesson, e.g. by using video conferencing, via [email](#).

The school will provide young people with a school email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by young people.

Colleagues will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson.

Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of young people instead of full names.

When recording a live lesson is necessary, prior permission will be acquired from parents in writing via [email](#) and all members of the live lesson will be notified before the lesson

commences via [email](#), and again once they have joined the live online lesson before recording commences.

7. Young Person conduct

The school will provide young people with a copy of the Young Person's Code of Conduct to ensure they understand their responsibilities with regards to conduct during live online lessons.

The school will ensure that young people sign and return the Technology Acceptable Use Agreement for young people prior to taking part in live online lessons.

Young people will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background.

Young people will be reminded not to record live online lessons on their devices.

Young people will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

Young people will adhere to the school's Communication Policy at all times during live online lessons, as they would during a normal school day.

The school will ensure that any young person who is in breach of the code of conduct will be disciplined in line with the school's Communication Policy.

8. Colleague's conduct

Colleagues will follow the requirements set out in the Colleague Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons.

The school will ensure that colleagues read, sign and return the Technology Acceptable Use Agreement for Colleagues prior to commencing live online lessons.

Colleagues will only use school-provided email addresses and phone numbers to communicate with young people when conducting live online lessons.

Colleagues will only use school-owned devices for conducting live online lessons, where possible.

Colleagues will not share personal information whilst conducting live online lessons.

Colleagues will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.

Colleagues will communicate with young people within school hours as far as possible, or within hours agreed with the school to suit the needs of all colleagues.

Colleagues will only communicate and conduct live online lessons through channels approved by the SLT.

Colleagues will keep a log of what happens during live online lessons, e.g. behavioural issues or technical glitches, and ensure it is properly documented on CPOMS.

9. Young People with SEND

The school will ensure young people with SEND receive any additional support with live online lessons where needed, e.g. from an additional colleagues within the live online lesson via phone call.

Colleagues will be sensitive to the needs of any young person who may be sensitive to certain topics or issues that may arise during live online lessons.

The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for young people with SEND.

The school will ensure that the appropriate curriculum, teaching and support will be available to young people with SEND to ensure they continue to learn effectively. Additional measures will be considered for young people with SEND to mitigate the risk of young people falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

The school will work collaboratively with families to put arrangements in place that allow young people with SEND to successfully access remote education when necessary.

10. Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

All colleagues and young people using video communication will:

Wear suitable clothing – this includes others in their household.

Use appropriate language – this includes others in their household.

Maintain the standard of behaviour expected in school.

Use the necessary equipment and computer programs as intended.

Not record, store, or distribute video material without permission.

Ensure they have a stable connection to avoid disruption to lessons.

Always remain aware that they are visible.

All Colleagues and young people using audio communication will:

Use appropriate language – this includes others in their household.

Maintain the standard of behaviour expected in school.

Use the necessary equipment and computer programs as intended.

Not record, store, or distribute audio material without permission.

Ensure they have a stable connection to avoid disruption to lessons.

Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for young people with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Young people not using devices or software as intended will be disciplined in line with the Communication Policy.

The school will communicate to parents via [email](#) about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of remote learning, the school will maintain regular contact with parents to:

Reinforce the importance of children staying safe online.

Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

11. Marking and feedback

All schoolwork completed through remote learning will be:

Finished when returned to the relevant colleague.

Returned on or before the deadline set by the relevant colleague.

Completed to the best of the young person's ability.

The young person's own work.

Marked in line with the Marking and Feedback Policy.

Returned to the young person, once marked, by an agreed date.

Young people and colleagues will maintain a good work ethic during the period of remote learning.

Young people will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Young people are accountable for the completion of their own schoolwork – teaching colleagues will contact parents via [email](#) if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching colleagues will monitor the academic progress of young people with and without access to the online learning resources and discuss additional support or provision with the principal as soon as possible. Teaching colleagues will monitor the academic progress of young people with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The school will log participation and young person engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via [telephone](#).

The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and young people which displays exemplary work and rewards engagement or outcomes.

12. Health and Safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Colleagues and the principal will ensure young people are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, young people will be encouraged to take a [five-minute](#) screen break every [two hours](#). Screen break frequency will be adjusted to [five minutes](#) every [hour](#) for younger children or young people with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a young person's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

13. Attendance and absence

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education.

Circumstances where remote education will be considered will fit into the following two categories:

School closures or restrictions on attendance, where school access for young people is restricted

Individual cases where a young person is unable to attend school but is able to learn

The school will continue to record young people's attendance and absence in the register in line with the education regulations and [attendance guidance](#), using the most appropriate code, and in line with the school's Attendance and Absence Policy.

Young people will be present for remote learning by **9:30am** and cease their remote learning at **3:00pm** from **Monday** to **Friday**, with the exception of breaks and lunchtimes.

Breaks and lunchtimes will take place at the following times each day:

Morning break will take place at **10:40am** until **11.00am**.

Lunchtime will take place between **12:30pm** and **1.05pm**.

Afternoon break will take place at **1:45pm** until **2:00pm**.

Young people with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Young people who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher no later than **8:30am** if their child is unwell.

The school will monitor absence and lateness in line with the Attendance and Absence Policy.

For individual cases where a young person is unable to attend school but is able to partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the young person back to school. Remote education will only be provided when it is judged that its provision will not adversely affect the young person's return to school.

School closures and attendance restrictions

The school will ensure that every effort is made to ensure young people can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all young people; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and young people. The DfE's [emergency planning guidance](#) will be consulted in the event of school closures or attendance restrictions.

14. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via [email](#) and the [school website](#) about remote learning arrangements as soon as possible.

All communication that takes place via email between colleagues and young people will be done via school email addresses.

The principal will communicate with colleagues as soon as possible via [email](#) about any remote learning arrangements. Colleagues involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that young people learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Colleagues will have contact with their line manager [once](#) per [week](#).

As much as possible, all communication with young people and their parents will take place within the school hours outlined in the 'Attendance and absence' section.

Young people will have verbal contact with a member of teaching staff at least [once](#) per [week](#).

Parents and young people will inform the relevant colleague as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the young person's teacher as soon as possible so they can investigate and resolve the issue.

The young person's teacher will keep parents and young people informed of any changes to the remote learning arrangements or the schoolwork set.

The principal will review the effectiveness of communication on a [termly](#) basis and ensure measures are put in place to address gaps or weaknesses in communication.

15. Monitoring and review

The principal, SENCO and DSL will review the measures outlined in this policy [termly](#) to ensure it reflects the most up-to-date circumstances of the school's online learning provision.

The principal and governing board will schedule a review of the effectiveness of this policy **annually**.

Any changes to this policy will be communicated to relevant stakeholders, including parents and colleagues.

The next scheduled review date of this policy is **18th November 2024**.