



SUAT Remote Learning Policy

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Policy owner	Operations Manager
Location	Website

The purpose of this policy is to:

- Ensure consistency in the approach to remote learning for pupils who aren't in the Academy
- Set out expectations for all members of the Academy community with regards to remote learning
- Provide appropriate guidelines regarding data protection and safeguarding
- Minimise the disruption to pupils' education and the delivery of the curriculum and ensure provision is in place so that all pupils have access to high quality learning and resources

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 (2024) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2024) '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 (2024) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy is generic in acknowledgement of the different arrangements at each Academy regarding the management and delivery of remote online learning. Each Academy supplements this policy with their own arrangements which will be relevant to their circumstances and resources.

Remote learning can be defined as:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

1. Statement of intent

It is essential to continually deliver high quality education, including periods where remote working is required – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of academy life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This policy aims to address the key adjustments associated with blended remote working. Each Academy has its own remote learning strategy and arrangements, which specify their remote learning offer in more detail.

Academies will:

- Use a curriculum sequence that allows access to high-quality online and offline resources that is linked to that Academy's curriculum expectations.
- Give access to high quality remote education resources.
- Select the online tools that will be consistently used across the Academy in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access, or provide tools to permit online access e.g. laptops.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so Academies should work with families to deliver a broad and ambitious curriculum at home or in school.

When teaching pupils remotely, we expect our Academies to:

- Set assignments so that pupils have meaningful and ambitious work each day in both Core and Foundation subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally along with a good level of clarity about what is intended to be taught and then practised in each subject.
- Provide frequent, clear explanations of new content.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks.
- Set clear expectations about how regularly teachers will check work and provide feedback.
- Enable staff to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the teaching pupils would receive in school, ideally including daily contact with teachers where possible.

When providing remote education, Academies will ensure the following overarching principles and practices are adhered to:

- Remote education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families

- Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education
- Provision will be ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education
- Remote education will be provided that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. This may include, but is not limited to considering the following:
 - A pupil's age, stage of development, and independent study skills
 - The existence of any SEND or other additional needs the pupils might have
 - The pupil's home environment, e.g. having a suitable place and opportunity to study
 - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education
 - Any significant demands on parents' or carers' help or support
 - Understanding that younger children might require high levels of adult involvement to support their engagement with remote education
- Academies will work to overcome barriers to digital access where possible for pupils by, for example:
 - Auditing access to devices and connectivity across the school as part of wider emergency planning.
 - Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.
 - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.
- Where required, Academies will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils
- Staff will plan opportunities for regular feedback and interaction with teachers and peers during the school day
- A senior leader with overarching responsibility for the quality and delivery of remote education will be identified and in place
- Staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online
- There will be systems for checking, daily, whether pupils are safe at home and engaging with their remote education

Staff conduct

Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons, and shall read, sign and return the Acceptable Use Agreement for Staff prior to commencing live online lessons.

Staff will only use Academy-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons, and will only use school-owned devices for conducting live online lessons, where possible.

Staff will not share personal information whilst conducting live online lessons. Staff 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. Staff will communicate with pupils within school hours as far as possible, or within hours agreed with the school to suit the needs of staff.

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

Staff will keep a log of what happens during live online lessons, e.g. behavioural issues or technical glitches, and ensure it is properly documented in line with the Retention and Records Management Policy.

Pupil conduct

Academies provide pupils with a copy of the Pupil Code of Conduct to ensure they understand their responsibilities with regards to conduct during live online lessons. Academies will ensure that pupils / parents sign and return the Acceptable Use Agreement for Pupils prior to taking part in live online lessons.

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

Pupils will adhere to the Behaviour Policy at all times during live online lessons, as they would during a normal school day.

2. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available during the working day.

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 providing remote learning, teachers are responsible for:

Setting work:

For the classes they teach on any given day during normal school operation. A suitable remote learning rota will be shared.

Equivalent to the volume of learning the pupils would experience if present in their Academy.

Work may be set ahead of time via the appropriate platform, for example, TEAMS, Google Classroom, the intranet, or the Academy website. A suitable schedule will be published via the appropriate channel for each given year group.

In specific circumstances where pupils cannot access the ICT infrastructure then the teachers may send paper copies of work home.

Providing feedback on work:

Completed work may be submitted to teachers directly via the platform or via email. Dependent on the circumstances that the pupil(s) are not in the Academy, that Academy may accept work completed on paper via post.

Teaching staff may give feedback on completed work with annotations on completed work using relevant software. This can then be shared back to pupils via the relevant online learning platform. In the event that paper work is sent and accepted back into the Academy, teaching staff may annotate with feedback and next steps before posting home. This may also depend on the period of time the pupil(s) are away from the Academy.

Teaching staff will give feedback on completed work where relevant and feasible. Due to the complex nature and in-school support that many of the pupils receive, the format of remote teaching may differ from what would have been feasible in the Academy to allow pupils to access from home with limited support.

Keeping in touch with pupils who aren't in the Academy, and their parents:

Teachers are responsible for monitoring the weekly contact of all parents and carers. The responsibility to ensure this happens for all pupils and their families' lies with the class teacher or other named responsible adult, in accordance with the Safeguarding Policy and the Attendance Policy.

Teaching staff should reply to emails and queries from parents, carers and pupils during their contracted hours, or at other convenient times in some cases.

Any complaints or concerns should be directly forwarded to the Academy Principal / Head Teacher or other named member of staff. The Complaints policy must be followed, as required.

Named staff are responsible for taking steps to support their families in accessing remote learning, and flagging any technical difficulties to the Academy Principal or other named member of staff.

Attending virtual meetings with staff, parents and pupils:

Ensure that dress is appropriately smart in line with the dress code.

Avoid areas that are noisy when setting up remote meetings. Ensure any confidential or personal information is out of shot in webcam view.

Take measures to minimise interruptions during your meeting.

Follow the virtual meeting protocol.

Teaching assistants

When assisting with remote learning, teaching assistants must be available for their contractual hours. Any staff who are working from home, without access to ICT equipment, may be assigned pastoral duties or other duties which do not rely on ICT equipment.

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 are responsible for:

- Flagging any issues with accessing remote learning to relevant members of the teaching staff. These may be established through weekly phone calls home to parents and carers.
- If working from the Academy, teaching assistants may access the relevant platform and share best practice for accessing remote learning with parents, carers and pupils.

Attending virtual meetings with teachers, parents and pupils:

- Ensure that dress is appropriately smart.
- Avoid areas that are noisy when setting up remote meetings. Ensure any confidential or personal information is out of shot in webcam view.
- Take measures to minimise interruptions during the meeting.
- Follow the virtual meetings protocol.

The Headteacher will be responsible for:

- Ensuring staff, parents and pupils 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 Academy has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting regular reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

SENCO

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Head Teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the Academy.
- Monitoring the effectiveness of remote learning – regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- 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.
- Having a clear Attendance Policy on the website which all staff, pupils and parents understand.
- Developing and maintain a whole school culture that promotes the benefits of good attendance.

In addition, all staff members are responsible for:

- Reporting any health and safety incidents to the relevant person and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Academy Principal/ Head Teacher.
- Reporting any defects on Academy-owned equipment used for remote learning to an ICT technician.
- Reporting potential data breaches to the designated person within the designated time frame.
- Adhering to the Staff Code of Conduct and Teachers Standards at all times.

Designated safeguarding lead (DSL)

The DSL is responsible for responding to child protection or welfare concerns which may occur during online learning sessions and:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT manager to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils 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.

ICT staff

ICT staff and / or ICT contractors are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents as soon as possible with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Principal / Head Teacher, Data Protection Lead in school, and Data Protection Officer at the Trust.
- Ensuring appropriate anti-virus software, filtering and monitoring systems are in place on all academy devices, secure connections can be established and any lost work can be recovered via secure back ups.
- Providing access to school data systems safely.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- 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 parents with children learning remotely to:

- Make the Academy aware if their child is sick or otherwise that they can't complete the work set.
- Seek help from the Academy if they need it.
- Be respectful when making any complaints or concerns known to staff.
- Ensure that children use the Teams account created for them by the Academy, to ensure that secure settings are maintained.
- Ensure that remote joining emails are from the designated school email address, to prevent impact from phishing emails where people try to get you to click on a fraudulent email.

The Local Academy Councils

The Local Academy Councils are responsible for:

- Monitoring the Academy'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.

Who to contact

If staff have any questions or concerns about any aspect of remote learning, they should contact their Academy Principal/ Head Teacher.

3. Attendance and Absence

Academies understand that daily on-site attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Academies do 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, and only after it has been established that the pupil is, or will be, absent from school. In such cases, academies will work proactively with pupils, parents and any other relevant partners, such as the LA, to remove any barriers to attendance.

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

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

Registering non attendance in school

Whenever a pupil is absent from school and receiving remote education, staff will mark the pupil as absent in the attendance register. The school will continue to record pupil 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 Attendance and Absence Policy.

4. Resources

Academies will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, academies 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

Academies can 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 can 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 pupils 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 the Academy's usual communication methods and recognises that interactive lessons are most effective in aiding pupils' 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 pupils who do not have access to a printer – these packs can be collected from the relevant Academy. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. The ICT provider will not be responsible for providing technical support for equipment that is not owned by the school.

5. Data Protection

Accessing and processing personal data

When accessing personal data for remote learning purposes, all staff members will abide by the relevant Trust policies and Academy policies, code of conduct and Information Security and Data Protection policies and processes.

Staff should use laptops and mobile devices issued by the Academy for the purpose of delivering or supporting remote online learning.

Staff may need to access data from home; in these instances, staff must access this data through secure means as designated by IT Support Teams and the Information Security Policy and should not save information onto their desktop, which contains personal information.

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system, as necessary for the Academy's official functions and legal obligation to deliver remote education. Staff are reminded to collect and/or share as little personal data as possible to fulfil its functions. Any sharing will be undertaken in a secure manner and where there is a legal basis to do so; nothing within this policy shall limit staff from sharing information when required to do so for safeguarding purposes.

Staff members should take particular care when delivering remote education, including:

- Adhering to data protection policies
- Not sharing personal contact details when emailing multiple people e.g. via group circulations
- Being careful when sharing usernames and other personal data for access to online resources; credentials should be shared securely and directly with the person they are intended for
- Transferring personal / sensitive data only if it is necessary to do so, and in a secure manner such as encrypted email or other secure communication methods
- Ensuring that up to date contact details are used for pupils / parents
- Storing personal information securely, in both paper and electronic forms

Keeping devices secure

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

- Following the Information Security Policy.
- Keeping the device password-protected and for their use only.
- 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 (10 minutes or less).
- Not sharing the device among family or friends.
- Keeping operating systems up to date – always installing the latest updates when prompted to.
- Reporting issues immediately to their IT department or provider.
- Following data protection policies and procedures.

Live lessons, video conferencing and recordings

Staff conducting live lessons and video conferencing should do so safely, including:

- As a standard, live lessons and video conferences are not recorded.
- Pre-recorded sessions must be agreed with the Principal / Head Teacher and the individuals involved in the recording provide explicit written consent to do so. There is a clear and legitimate purpose, documented in writing, and agreed with the DPO in advance. A data protection impact assessment is provided where required.
- Never recording virtual lessons or meetings using personal equipment / devices.
- Only downloading the software from trusted sources and from the service provider's official website.
- Treating any unsolicited links that refer to video conferencing software with caution.
- Checking privacy settings to ensure that the system will operate securely.
- Ensuring the video conferencing account is protected with a strong password.
- Not making the sessions public or publishing details. Providing secure links and passwords to the designated attendees.
- Knowing who is joining the session.
- Enabling the waiting room to control admittance to the session.
- Disabling private group chats, inappropriate content on group chats, screen sharing.

Permissions

All permissions must be explicit, written permissions where the data subject has a clear understanding of what they are consenting to. Where the subject would not have sufficient understanding of the implications of providing their own consent, a designated individual may act on their behalf. For example, someone with parental responsibility acting on behalf of a child.

Permissions must be retained on the pupil's educational file and staff member's personnel file.

Retentions

Any recordings must be retained in a secure location on the Academy's network, with access only to those permitted to view the recording.

Retain recordings only so long as is necessary to permit the recording to fulfil its' official purpose. It is not anticipated that this will be needed for more than one term. The date of destruction must be saved with the recording and the recording must be removed from any areas that it has been stored, including back-ups.

6. Safeguarding and Online Safety

Staff must abide by the SUAT Safeguarding Policy and any relevant school addendums, and the staff code of conduct.

The statutory guidance keeping children safe in education provides schools with information on what they should be doing to protect their pupils online. Support on delivering online remote education safely is available from:

- Safe remote learning, published by SWGfL
- Online safety and safeguarding, published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- Safeguarding and remote education during coronavirus (COVID-19)
- Annex C of keeping children safe in education

Academies should take care to:

- Obtain consents from parents for pupil participation in online learning, as relevant
- Complete acceptable user agreements for children, staff and parents using technology
- Carry out a risk assessment and implement mitigating steps
- Set up the equipment ensuring that privacy is considered, for example, not showing general views of the classroom which include images of children
- Ensure that users know how to respond to any concerns or issues
- Ensure no 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household

- Any computers used should be in appropriate areas, for example, not in staff bedrooms; and the background should be blurred
- Language must be professional and appropriate, including any family members in the background
- Staff must only use platforms specified by senior leaders and approved by our IT network manager / provider to communicate with pupils
- Staff should note the length, time, date and attendance of any sessions held and report any safeguarding concerns.
- Ensure that ICT acceptable use agreements are in place.

Regular communications with parents will be used to reinforce the importance of keeping pupils 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 pupils during a period of remote education. Additional contact, including home visits, will be considered where required and will be subject to the appropriate risk assessment and recording of the visit. Phone calls made to vulnerable pupils will be made using school phones where possible.

All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required. Pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – 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 members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely. All members of staff will report any safeguarding concerns in accordance with Academy procedures. Pupils 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.

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

Support staff will be on hand to supervise and handle any sudden changes or developments, such as disputes between pupils, that may occur during the live online lesson.

The school will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the school staff pupils 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.

Staff 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. 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, staff 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 pupils.

All staff and pupils using video and audio 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 / can be heard.

Academies will communicate to parents 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.

Academies 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. Academies should risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

Academies 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.

Academies 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.

7. Pupils with SEND

Academies are aware of the duty under the Children and Families Act 2014 to use their 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place. If a pupil has an EHCP the Academy will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.

Academies are aware of the equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

- Makes reasonable adjustments.
- Does not discriminate.
- Has due regard to the statutory objectives in the public sector equality duty (PSED).

Where pupils with SEND are not able to attend school and require remote education, Academies will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.

Academies are aware that some pupils with SEND may not be able to access remote education without adult support. In these cases, Academies will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

Academies will ensure pupils with SEND receive any additional support with live online lessons where needed, e.g. from an additional member of staff within the live online lesson via phone call.

Staff will be sensitive to the needs of any pupils 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 pupils with SEND, and will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs. Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate.

8. Costs and expenses

Academies will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax, nor reimburse any costs for travel between pupils' homes and the school premises, or childcare costs.

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

Further Guidance and Information

Academies may use the DfE's template documentation to monitor and review their remote education provision - <https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>