

BOLD FUTURES



Bold Futures Federation
Remote Education Policy

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POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
2.0	September 2025	Reviewed	LC		Updated to include government guidance in regards to individual absences
2.1	September 2026		LC & LM		Updated to reflect changes in password policy and Acceptable use Policy.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will receive attendance code in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

1. Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
2. Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

1.Roles and responsibilities (whole class/ cohort absence in the case of class or school closure)

Teachers

When providing remote learning, teachers must be available between 8:30am and 3:30pm.

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 by contacting the Headteacher/ Head of school and Business manager prior to 7am.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Year leaders in liaison with their teams are responsible to creating a weekly timetable of work for all core subjects and a selection of key topic areas.
 - Class teachers will be responsible for promoting the use of TTRockstars.
 - Year teams will work together to ensure all the above work is planned for and resourced appropriately.
- Providing feedback on work:
 - Pupils will be able to hand in/ submit work via an online platform or agreed method.
 - Pupils will be able to message teacher should they have any concerns regarding their learning.
 - Teachers should answer children back within 48 (working days) of message during whole-class absence in term time.
 - When work is submitted after the given deadline, children will receive acknowledgement of the work but it will not be given feedback.
 - Where appropriate the class teacher will provide feedback via the online platform.
 - Answers will be provided where possible.
 - Where appropriate, class teachers can send messages to all children using a 'stream' feature.
- Keeping in touch with pupils who aren't in school and their parents:
 - Any concerns or queries can be sent to the attention of the class teacher, year leader or head teacher via the office email office@talaverajunior.co.uk or alternatively by calling the office.

- Teachers are to attempt to make contact with all pupils in their class every 2 weeks via telephone call when in school or from a withheld number. Contact details can be accessed from Arbor, please ensure you log off and do not share information with a third party. Record all contacts with parents on saved spreadsheet and add any relevant actions. Example comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.' Alert DSL if there is a safeguarding concern alert
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.
- If a parent tries to contact via a teacher's school email, they will be redirected to the office email address.

Attending virtual meetings with staff, parents and pupils:

- Dress code should reflect school policy
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal contracted hours. During this time, they are expected to check work emails and be available when called upon to attend school. 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.

- Teaching assistants (when requested by the SENCO) are responsible for:
- Supporting pupils with learning remotely
- Attending virtual meetings with teachers, parents and pupils (at present we have not established virtual meetings)

Subject leads

We've used the term 'subject lead' here to refer to anyone co-ordinating subject provision across your school.

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the work set by teachers in their subject - Review work set weekly on the website
- Promoting resources which support the development of all children across the school in their subject

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school and their year group
- Monitoring the effectiveness of remote learning by reviewing work set by teachers weekly, monitoring year group usage of TTRockstars
- Contacting parent/ carer of any child who appears to not be interacting with home learning to discuss support.

Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents 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
- Checking the internet history of any loaned-out devices and flagging any concerns with the DSL
- Assisting pupils and parents with accessing the internet or devices

Pupils and parents

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
- Alert teachers if they're not able to complete
- Awareness that staff have set hours to respond to any learning or queries

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Ensure that their child has a calm and suitable learning environment

Governing board

The governing board is responsible for:

- 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

2.Roles and responsibilities (individual case absence)

In individual cases of long-term absence, children will be provided with a pack of learning based on individual need. It will include core subject work and topic-based activities.

Advice from the government states:

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- recovering from short- term infectious illnesses
- preparing for or recovering from some operations
- recovering from injuries where attendance might inhibit recovery

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis

Monitoring

Monitoring of home learning will primarily be assigned to any member of staff that is seen appropriate. Contact will be made regularly, as deemed appropriate by a senior leader or Local Authority guidance.

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 subject lead or SENCO
- Issues with behaviour - talk to the relevant Year leader
- Issues with IT - talk to class teacher or computing lead
- Issues with their own workload or wellbeing - talk to their Year leader or deputy/ head teacher
- Concerns about data protection - talk to the Deputy/ Head teacher
- Concerns about safeguarding - talk to the DSL

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online

Keeping devices secure

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 - inline with Federation password standards outlines in the Acceptable Use Policy.
- 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
- Keeping operating systems up to date - always install the latest updates

Monitoring arrangements

This policy will be reviewed yearly. At every review, it will be approved by the full governing board.

Links with other policies

This policy should be read alongside the Federation's:

- **Child Protection and Safeguarding Policy;**
- **Online Safety Policy;**
- **Acceptable Use of IT and Digital Technology Policy – Staff, Governors and Other Adults;**
- **Data Protection Policy;**
- **Computing Policy;**

- **Social Media Policy;**
- **Attendance Policy;**
- **Behaviour Policy;**
- **SEND Policy;**
- **Supporting Pupils with Medical Conditions Policy;**
- **Staff Code of Conduct;** and
- relevant emergency and business-continuity arrangements.

All safeguarding requirements contained within the Child Protection and Safeguarding Policy continue to apply when education is delivered remotely.

All use of technology during remote education must comply with the Online Safety Policy and Acceptable Use of IT and Digital Technology Policy.

Personal data must be handled in accordance with the Data Protection Policy.

Where there is any conflict relating to the welfare of a child, safeguarding procedures take priority.