



# Remote Education

## 2024-25

Approved by Local Governing body

Chair of Governors: John Garner

Date: 18th June 2024

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## Remote Learning Policy 2024-25

### 1. Background information

At Ruislip High School, the priority is for all students to receive face-to-face education. The school is committed to providing continuity of education for all students and remote education is provided as a short-term measure and a last resort where in-person attendance is not possible. Remote learning has previously been provided for students who are self-isolating due to symptoms of COVID-19 (previously coded X on the register) and remote education continues to be provided: on occasions when senior leaders decide that it is not possible to open the school building safely; when opening the building would contradict guidance from local or central government; on occasions when individual students, for a limited period, are unable to physically attend school but are able to continue learning remotely. (Click [here](#) for full guidance from the Department for Education).

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take their child on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

The remote learning plans at Ruislip High School build upon evidence from the Education Endowment Foundation which found:

- Teaching quality is more important than how lessons are delivered.
- Peer interactions can provide motivation and improve learning outcomes.
- Supporting pupils to work independently can improve learning outcomes.
- Different approaches to remote learning suit different tasks and types of content.
- Ensuring access to technology is key, particularly for disadvantaged pupils.

### 2. Aims

This remote education policy aims to ensure consistency in the approach to remote learning for students who are unable to attend school due to school closure or for extended absence due to medical reasons; set out expectations for all members of the school community with regards to remote learning; and provide appropriate guidelines for data protection.

### 3. Roles and Responsibilities

#### 3.1 Oversight

This policy will be overseen by the Deputy Headteacher (Curriculum).

#### 3.2 Safeguarding

The Designated Safeguard Lead (DSL) is responsible for ensuring that all stakeholders are clear of their safeguarding responsibilities, including that:

- Staff are clear that the expectations in the staff code of conduct and promoting positive behaviour policy are the same when teaching remotely.

- All safeguarding concerns must be reported as a matter of urgency to the safeguarding team either in person, if in school, or by phone if working from home. All safeguarding concerns must also be recorded on CPOMS.
- If a member of staff is concerned about the behaviour or conduct of a staff member (in accordance with the MAT Child Protection and Safeguarding Policy) they should contact the Headteacher directly and without delay.
- If a member of staff suspects that a student is in immediate danger they are to contact social services (01895 55 66 33) and/or call the police.
- If students have a safeguarding concern they must report this either in person, if in school, or via the school office at [office@ruislihigh.org.uk](mailto:office@ruislihigh.org.uk). There are also a number of helplines that students can access in the safeguarding section of the website.

### **3.3 Curriculum Leaders**

- Curriculum Leaders will ensure there is high-quality provision available for all year groups which aligns with the school's curriculum expectations and timetables. The nature of this will depend on the timing of the remote learning within the academic year and may draw upon external resources including Oak National Academy.
- The intended curriculum should continue to be taught, although Curriculum Leaders may adjust the sequencing, for example if certain topics were more sensitive and need to be taught in a classroom. Practical subjects can be adapted, eg. use of recorded practicals to show students.
- Curriculum Leaders will monitor the setting and quality of remote learning.
- In the event of a rota system, Curriculum Leaders and teachers must consider what material is most appropriate for on-site and remote education and sequence the curriculum accordingly. This is likely to involve changes to the intended sequence of the curriculum. The curriculum should continue to be sequenced to ensure knowledge and skills are built upon.

### **3.4 Teachers**

- All teachers are responsible for ensuring they have borrowed a suitable device if required and have access to remote platforms and have practised using Google Classroom and Meet, along with video software such as Loom.
- Teachers will provide resources to students in advance where possible, eg. hard copies of textbooks or exam papers.
- Computer Science teachers will teach Year 7 students how to use Google Classroom and Meet and provide refresher sessions to students in older years as required.
- Where teachers are unable to attend school but are well enough to work, they may be able to respond to student enquiries via Google Classroom or teach lessons remotely. Staff are not expected to respond to enquiries outside their contracted hours. During an extended period of lockdown, staff may be balancing commitments from dependents and work and therefore can take a more flexible approach.
- Teachers will set work in line with students' timetables (for longer periods of remote learning, work may be set weekly) and ensure clear deadlines are given to students. Staff are encouraged to share resources, for example, materials to share on Google Classroom or recorded material, to ensure a balance between student progress and teacher workload.
- Teachers will ensure that students receive feedback both on Google Classroom and in lessons once students return to the classroom following shorter periods of self-isolation.

- Teachers will follow the Ruislip Remote Top 5 (click [here](#)) and share good practice through CPD including briefing and INSET. During a period of extended remote learning, further CPD will be provided to teachers.
- Teachers will reward effort and exceptional work and follow the sanction system where work is not completed appropriately. Should staff have concerns, including safeguarding concerns, they should contact the student's Head of Year or, for safeguarding concerns, the DSL.
- Staff must adhere to the guidance set out in the IT Acceptable Use Policy.
- During periods of school closure, teachers should aim to host online input through Google Meet to supplement the work set on Google Classroom in around 30-50% of lessons; this will depend on staff availability and focus primarily on examination year groups. Should live lessons be offered, please follow the protocol for Google Meet lessons (for the staff guide, please click [here](#)).

### **3.5 Heads of Year**

- Heads of Year will oversee students' access to technology and liaise with the Assistant Headteacher (IT) to ensure the school's IT resources are used effectively.

### **3.6 Teaching Assistants (TAs)**

- Where TAs are unable to attend school but are well enough to work, they may be able to respond to student enquiries via Google Classroom or teach lessons remotely. Staff are not expected to respond to enquiries outside their contracted hours. During an extended period of remote learning, staff may be balancing commitments from dependents and work and therefore can take a more flexible approach.
- TAs will be assigned students to support and will simplify explanations and adapt material to support students' understanding.
- TAs must ensure they are added to the Google Classrooms for students they are assigned and check the work set to ensure the students can access the work.
- TAs must contact their allocated student at least once a week to check that they are able to access the work set.
- If the teacher is holding a live lesson, TAs should, if possible, attend the lesson.

### **3.7 IT staff**

- IT staff will monitor and maintain the network and fix any issues.
- IT staff will monitor and liaise with Google to fix any issues with access to the school Google domain.
- IT staff will support students with IT issues.

### **3.8 Students**

- Students will have meaningful and ambitious work set each day that is broadly equivalent to the length of the school day, ie. five hours.
- Students have access to Google, including Google Classroom and Meet.
- Students have log-in details, including for subject-specific platforms, eg. Hegarty Maths.
- Students must log on each day and complete the work set, submitting the work via Google Classroom. As far as possible, students should attempt to follow the timetable of a normal school day.
- Students should contact their teacher through Google Classroom if further support is needed. Teachers will reply as soon as is practical. Students must ensure all communication is polite and respectful. Parents/guardians should contact staff via the school office as usual.
- During a period of remote education, students who require additional support due to their special educational needs will be assigned a link Teaching Assistant (TA) by the SENCO. The

link TA will contact the student at least weekly to provide support and will be available for the student to message via Google Classroom.

- There is no expectation for teachers to provide 'live' lessons unless there is a period of school closure. In this case, should a teacher offer a 'live' lesson, this will be via Google Meet. These lessons will be recorded and stored on the school drive for safeguarding purposes. Students should log on to Meet using their school account but remain muted with cameras switched off unless asked to unmute by the teacher. The usual school rules apply including the strike system and lesson removal protocols.
- For students without access to computers, where possible, the school will lend the student a chromebook for the duration of the time of remote education. If there are insufficient chromebooks, for example in the case of one or more year groups isolating, the school will send home booklets for students to complete for each subject. This will be overseen by each student's Assistant Head of Year who will also co-ordinate students returning the work and receiving feedback from teachers. During a period of national lockdown, students who are unable to engage in remote education at home, for example because of a lack of resources, might be considered vulnerable and therefore able to attend school.

### **3.9 Parents/Guardians**

- Parents and guardians are responsible for notifying the school if their child is unable to complete the work due to illness or lack of IT equipment via the main school office.