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Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.

All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.

In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*

- *Educare (online CPD)*

1 RATIONALE

This Remote Education Policy aims to set out expectations for all members of the school community and sets out how we will seek to continue to support young people when they are not physically present in school.

The principles of good teaching continue to apply to online teaching and the fundamental importance of relationships and real-time feedback becomes even more critical, with the Education Endowment Foundation noting the importance of ensuring that learners continue to feel seen and heard to remain engaged. Where possible, we aim to offer access to a synchronous delivery (live streaming the lesson as it is delivered) in order to maintain our learners' connection to their school, reducing social isolation and making it less anxiety-inducing for them to rejoin when they are able to attend in person once more. Access to live lessons also maintains their access to high quality teaching, including clear explanations, support in applying new knowledge and skills and real-time feedback on how to progress.

This needs this to be done safely and within clear boundaries, for the safety and wellbeing of staff and learners. By setting out roles and responsibilities clearly within a framework of expectations, we are seeking to establish the guidelines within which our staff team will work to meet the complex individual needs of learners.

2 THE SCHOOL'S REMOTE EDUCATION OFFER

Where possible, we expect learners to continue to follow their usual timetable when being educated remotely, giving them access to the hours of daily education during term-time required by the government (e.g. 5 hours/6 sessions per day for secondary pupils). This may include their daily tutorials at the start of the day, plus a combination of daily real-time interaction with staff through Google Classrooms and some set work for learners to complete and submit; it will not all be live delivered sessions to take account of the fact that learners will also need time away from their screens. Form tutors will make regular contact with learners, Monday to Friday during term-time; this will set learners up for the day's learning and give them opportunities to interact with their peers and reduce social isolation. Teachers will be online during their timetabled lesson times and will also seek to safely scaffold peer interaction, so that learners can still interact with their staff and classmates from home. The school regularly uses Google Classroom, so it is a platform that many of our learners are already familiar with using at school.

The school will continue to ensure that:

- Staff have access to Google Classrooms and have received basic training in its use.
- Learners have Google Classroom logins.

- Learners have Chromebooks provided by the school, which has appropriate protective software to support learners to stay safe online.
- There are sufficient laptops/ chromebooks available for staff to use when hosting Google Classrooms, either from school or from home.
- The school posts hard copies of work packs and learning support materials when parents and/or learners express this as a preference.
- Staff from school make regular contact with parents/carers and learners at home as part of our continued care e.g. 'Safe and well' calls are made if learners are not engaging in the live Google Classroom sessions.

3 TEACHERS

Teachers will be available during their normal working hours, whether they are working in school or from home; they should not be in contact with learners or families outside of these hours. If working from home, teachers will follow the school's dress code and make sure that the room they are using is quiet and minimises distraction. If necessary, they will use a selected background from Google Classroom. If a teacher is unavailable, they will follow the normal sickness and absence reporting procedures and alternative cover arrangements will be put in place.

Teachers are responsible for:

- Planning and teaching lessons which can be delivered in person and/or broadcast via Google Classroom.
- Setting work which reflects their normal timetable and the school's curriculum offer, with appropriate levels of differentiation to support learners' needs.
- Consulting with Subject or Key Stage Leads if, in their professional judgement, a particular lesson or sequence of lessons should be postponed until face to face learning can resume (and identifying what will be taught instead).
- Reminding learners as appropriate that the school rules apply online too, with reference to bullying and behaviour policies and Individual Behaviour Plans as appropriate. This includes the Learners' Mobile Phone Policy and practice.
- Continuing to apply the principles of good teaching and learning, including opportunities for regular retrieval practice and providing worked examples and modelling to support learning.
- Managing allocated Teaching Assistants to provide additional support and guidance for learners.
- Providing verbal feedback and marking written work in line with the school's policy; learners who are educated remotely will continue to be awarded and receive points as they would if they were in school. Clear feedback will be given, verbally or in writing, recognising what has been done well and identifying ways in which work can be improved.
- Using a system of ongoing formative and summative assessments to determine

progress, and recognise and support gaps in learning.

- Alerting The Pastoral and Safeguarding team of any concerns they have about learners' welfare and attendance/engagement, in line with the school's Safeguarding Policy.

4 TEACHING ASSISTANTS

Teaching Assistants will be available during their normal working hours, whether they are working in school or from home; they should not be in contact with learners or families outside of these hours. If working from home, staff will follow the school's dress code and make sure that the room they are using is quiet and minimises distraction. If necessary, they will use a selected background from Google Classroom. If they are unavailable for work, they will follow the normal sickness and absence reporting procedures and alternative cover arrangements will be put in place where possible.

When assisting with remote education, Teaching Assistants are responsible for:

- Supporting the teacher and learners through Google Classroom.
- Maintaining rapport and positive relationships with the learner.
- Remind learners as appropriate that the class rules apply online too, with reference to the learner's Individual Behaviour Plan and the school's expectations re counter-bullying and positive behaviour as appropriate.
- Providing additional 1:1 support with set work e.g. watching a recorded video clip in chunks with the learner, checking for understanding and then supporting them to apply this learning in the work set by the teacher.
- Reminding learners of ways they can self-regulate and supporting them to take a break when needed before returning to learning.
- Alerting The Pastoral and Safeguarding team of any concerns they have about learners' welfare and attendance/engagement, in line with the school's Safeguarding Policy.

5 MIDDLE LEADERS E.G. SENCO AND SUBJECT LEADS:

In addition to their teaching responsibilities, middle leaders can continue to provide valued support and advice for colleagues by:

- Reflecting with colleagues on the sequence of learning and whether some aspects of a unit of work will need to be revisited or delayed until face-to-face teaching resumes.
- Alerting colleagues to suitable resources they can use to enhance remote education and reduce workload.

6 SCHOOL LEADERSHIP TEAM:

Alongside their existing responsibilities, when the school is having to provide remote education, School Leaders are also responsible for:

- Coordinating and quality assuring the remote education provision.
- Ensuring that staff and learners who are working remotely have access to suitable devices.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that the school continues to provide additional support e.g. checking that learners are safe and well during periods of remote education and providing meal vouchers to eligible families.
- Continuing to implement the school's safeguarding policy for learners who are not physically attending school, working in partnership with families and other agencies.

7 THERAPY PROVISION

Therapists will continue to provide virtual sessions as well as advice and guidance, where appropriate e.g. our Occupational Therapist can provide exercises which can be done at home without access to specialist OT and Sensory Integration equipment.

8 LEARNERS

We expect learners who are remotely educated to:

- Engage with the tutorial at the start of the day and attend lessons in line with their existing timetable.
- Engage with their familiar staff.
- Ask for help.
- Take breaks and use strategies that help them to feel calm and safe.
- Follow the school rules and their individual plans with support, advice and guidance.
- Use the school Chromebook or home device (with suitable parental controls) to access remote learning.
- Complete and submit the work set for them

9 PARENTS AND CARERS

We recognise that having children at home places an additional strain on parents and carers and that many people are managing the competing demands of work plus providing support and care for other children and dependent people in the home.

We are not expecting parents to become teachers, but are outlining below some ways in which you can support your child with remote education.

- Maintain the regular daily routine as much as possible e.g. that learners are awake and ready to engage with remote education activities in line with their usual timetable, including the tutorial at the start of the school day.
- Ensure that they use the school Chromebook to access Google Classroom, or a personal device with appropriate parental controls for online access. This supports our ability to

keep all participating children safe online.

- Let the Administration Team know, if your child does not have access to a school device (Chromebook).
- If your child is unwell, communicate this to the school using the normal procedures and phone numbers.
- Show interest in and support for what they do achieve, whilst also acknowledging that remote education can be harder for some people.
- Contact the form tutor in the first instance if you have concerns about your child's safety or wellbeing while they are learning from home.

If, as parents or carers, you would prefer to receive written work packs or if you need additional resources e.g. writing and drawing materials, please tell us. Likewise, if parents or carers have questions, concerns or complaints about the quality of remote education, please raise these with the School Leadership Team first and we will follow our Complaints Procedure.

10 CAVENDISH EXECUTIVE TEAM:

As part of their ongoing governance responsibilities, the Executive Team will monitor the quality and compliance of the school's remote education provision. They will continue to support schools with appropriate levels of resource e.g. IT equipment.

11 DATA PROTECTION

We continue to adhere to our Data Protection and GDPR policy.

Personal data is stored securely in our School Information Management System. Staff and learners have school email accounts and Google Classroom is already set up so there should be no need for teachers to collect or share personal data as part of Remote Education provision.

School devices are password-protected and also have anti-virus, anti-spyware and web-filtering protection.

12 SAFEGUARDING

The school will continue to implement the Safeguarding and Child Protection policy, including its ongoing focus on the safety and wellbeing of learners who are not physically at school.

Online safety is also of paramount importance. We provide Chromebooks as part of our safeguarding duty; each device is installed with web-filtering software which helps us to protect all of the learners engaging with Google Classroom and reduces the pressure on parents to monitor the safety of sites accessed during remote learning. However, no software is perfect and we encourage both staff and parents to continue to raise concerns promptly with the

Safeguarding Team.

We expect learners to continue to adhere to the school's policy on acceptable use of mobile phones, which precludes both texting during lessons *and* the use of photography or video-recording. Work can be submitted through the Chromebook and there is no need for learners to use their phones during remote education sessions. Any misuse should be reported to the Headteacher, in line with the policy.

13 MONITORING AND REVIEW:

Remote Education is an evolving phenomenon and it is important that we continue to learn from our own and others schools' experiences to refine our practice. The Leadership Team and Executive Team will continue to monitor the effectiveness of Remote Education and will be formally reviewed in January 2026.