



# Remote Learning Policy

Bakewell Methodist Academy

2025

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Aims & Values

## **We believe, we achieve, we succeed.**

Our motto is driven by our main values-

## **Diversity, Creativity, Aspiration, Resilience.**

Our four **school rules** are derived from our values.

Through our understanding of the Christian Faith, we recognise our responsibility to encourage all children to **live life in all its fullness** (John 10:10)

## **We believe that our children should:-**

- Live healthy lives
- Be resilient
- Be accepting of others and celebrate difference,
- Be confident
- Have self-belief
- Have problem-solving skills
- Be able to work collaboratively with others
- Have a range of interests
- Be aspirational
- Be aware of their impact on the environment
- Be independent

Our curriculum has been designed to ensure every child can ‘live life in all its fullness’. We aim to do this by delivering a curriculum that is underpinned by our drivers of **diversity, aspiration, creativity and resilience** and is designed to meet the needs of our children. We aim to deliver the knowledge, skills and understanding set out in the national curriculum, underpinned by our Christian values, through individual and collaborative learning experiences, a sense of responsibility and challenges both in and outside of the classroom.

## Remote Learning

Through the implementation of this policy, we aim to:

- Minimise the disruption to pupils’ education and the delivery of the curriculum.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Set tasks and activities so that pupils have meaningful and ambitious work each day in a number of different subjects which reflects the curriculum which would be taught in school.
- Ensure provision is in place so that all pupils have access to high quality learning resources and strategies –which are consistently applied across school.
- To be responsive to children’s learning to enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments.
- To adapt work to ensure the accessibility for all pupils; especially children with SEND.
- Provide printed resources, such as workbooks, for pupils who do not have suitable online access.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## Legal framework

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

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2022) ‘Providing remote education: guidance for schools’
- DfE (2021) ‘Safeguarding and remote education during coronavirus (COVID-19)’
- DfE (2023) ‘Keeping children safe in education’
- 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’

- DfE (2020) 'Get help with remote education'
- Dfe (2023) 'Working together to improve school attendance' guidance
- DfE (2023) Emergency Planning guidance in the event of school closures or restrictions on attendance.
- DfE (2023) Mental health issues affecting a pupil's attendance guidance

### **Rationale and Considerations**

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result, the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect. This policy reflects the non-statutory guidance to schools from January 2023 on maintaining their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education. The priority is always for schools to deliver high-quality face-to-face education to all pupils.

As stated within the guidance, 'Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school.'

### **Scenarios where Remote Learning *might* be required:**

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness or 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, and after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Providing remote education will not change the imperative to remain open or to reopen as soon as possible. Every effort will be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority

decide that it is not possible to open safely, or where opening would contradict guidance from local or central government.

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, remote education should be equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Good practice is considered to be three to four hours each day.

### **What to consider when providing remote education to individual pupils:**

When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional. Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.

In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

### **Roles and responsibilities**

The Local Advisory Board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

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

The Headteacher is responsible for:

- Ensuring that 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 learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of remote education provision to identify strengths and areas for improvement in conjunction with the SLT, making use of and adapting where necessary the DfE's 'Providing remote education: guidance for schools'
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a regular basis of the remote learning arrangements to ensure pupils' education remains at a high level.

The Trust's Health and Safety Officer is 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.

The Trust Finance Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programmes used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the Trust Finance Officer and Abtec to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

The Inclusion Manager/Headteacher is responsible for:

- Liaising with Trust Finance Officer to ensure that the technology used for remote learning is accessible to all 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 Headteacher and Deputy Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- 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.

The Headteacher and Trust Finance Officer are responsible for:

- 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.

SLT are responsible for reviewing remote education provision to identify strengths and areas for improvement in conjunction with the headteacher, as required.

The Trust Finance Officer and *chosen IT provider* are responsible for:

Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

Ensuring that any programmes or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.

Working with the Inclusion Manager to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

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

Reporting any health and safety incidents to the health and safety officer 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 Headteacher.

Reporting any defects on school-owned equipment used for remote learning to the Headteacher and Trust Finance Officer.

Adhering to the Staff Code of Conduct at all times.

Parents are 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 and any safeguarding concerns to the school as soon as possible.

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

Reporting any absence.

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

Pupils are responsible for:

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

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

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

Reporting any technical issues to their teacher 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 Positive Behaviour Policy at all times.

## **Resources**

### **Learning materials**

The school will take a **blended approach** to learning. This means a range of remote teaching techniques will be utilised to revisit prior learning, explain new learning and address misconceptions. It also means that sufficient time will be provided for children to practise their skills and deepen their knowledge independently before moving on.

All pupils will have access to high-quality education through our blended approach. The school will continue to use a range of teaching platforms to offer an inclusive yet suitably challenging curriculum for all pupils, which is closely aligned to the content and delivery of lessons that would take place on site.

Communication between home and school is key for effective blended learning to take place. Teachers will use parental feedback to further support pupils' diverse individual and family needs. Our central platform for communication between teachers and parents is Class Dojo (Year 1 to Year 6) and Tapestry (Nurseries and Reception).

Resources used to support blended learning include, but are not limited to:-

- TT Rockstars (individual pupil log ins)
- Microsoft Education (for live lessons only – individual pupil logins (to be established))
- Pre-Recorded video and audio sessions via school staff (accessed via-not currently known)
- Recommended Educational Websites e.g. Oak Academy, BBC Bitesize (no log in required)
- Paper-based Home Resources Packs
- Paper-based Learning Aids and Prompt Sheets

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 may 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 blended learning.

Lesson plans will be adapted to ensure that the curriculum remains accessible and inclusive via blended learning whilst aligning s for as reasonable to the curriculum content projected for on-site delivery.

The school will review the resources pupils have access to and adapt learning to account for all pupils' needs by using a range of different formats.

Paper-based resource packs will be provided to pupils who do not have access to a printer – these packs will be posted out by school, hand delivered or available for collection from school.

Teaching staff will liaise with the Inclusion Manager/Headteacher and other relevant members of staff to ensure all pupils remain fully supported for the duration of the blended learning period.

The Inclusion Manager/Headteacher will arrange additional support for pupils with SEND which will be unique to the individual's needs. Teaching staff will implement more individualised planning, in liaison with the Inclusion Manager, for pupils with SEND where appropriate – the Inclusion Manager/Headteacher will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless (where the child is eligible) the school agrees to provide or loan equipment, e.g. laptop.

Pupils 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 blended learning period and will mark and provide feedback on work as far as is possible and reasonable.

School does not have a platform to provide live sessions currently.

### **Costs and expenses**

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

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

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

## Online safety

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

Where possible, all interactions will be textual and public.

If the school choose to use any form of video communication, including live lessons for teaching and learning, all staff and pupils must adhere to the following points below. Please note, live lessons will only be used as deemed appropriate, through the school's learning platform, in order to enhance learning; such as delivering a group intervention or part of a lesson:

Live streaming should **only** be used on Microsoft Team (with all appropriate locks on) if/when this becomes available to the school.

The school and IT support (TBC) have audited the settings first (who can chat? Who can start to stream? Who can join?); to ensure all safety measures are in place.

Communicate in groups – one-to-one sessions are not permitted.

Wear suitable clothing – this includes others in their household.

Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication. There should be no inappropriate objects or information visible.

Use appropriate language – this includes others in their household.

Maintain the standard of behaviour expected in school.

Use the necessary equipment and computer programmes 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.

No eating is permitted by pupils /staff during a live lesson.

An adult **SHOULD BE PRESENT** and visible on the screen with the child at all times during the lesson.

Teachers will make contact with pupils at least once a week in the event of a lockdown. This could be via telephone.

- The school will decide on a set of ground rules for usage which will be shared with staff. E.g. when a pupil can speak and how.
- Staff and pupils will only use their school-registered accounts to access learning platforms. Personal accounts must not be used under any circumstances for the purpose of distance learning within school.
- Secure password accounts must not be shared with any other household and can only be used by pupils for internal use. However, if a child lives in more than one household, they may use the same login details at both addresses.

- Teachers who stream a live lesson should always have another member of staff 'in the room' and never start without them. Lessons should never start without the Headteacher or member of SLT being aware this is taking place.
- Teachers should introduce themselves and the accompanying staff member, who should be visible to the children and should wear their school lanyard throughout the session.
- Teachers will keep a log of any live lessons, recording what, when, with whom and anything that went wrong. Report to a DSL /SLT immediately if any concerns.
- Where possible, teachers will try to adapt /differentiate the lesson to suit the needs of different learners – however this may not always be possible.
- All online lessons will be recorded by staff for safeguarding and professional development purposes. Children are NOT permitted to record or screenshot any part of the live lesson.
- Children will not be able to contact each other when staff are not present on line.
- Children will be given clear rules at the start of each session and will be given the opportunity to respond appropriately. If there is any inappropriate or disruptive behaviour, the teacher may ask the child to leave the session.
- Children must always be respectful to teachers and fellow pupils as they would be in a classroom session.
- Pupils MUST leave at the end of the session once instructed to do so. The teacher MUST BE the LAST person in the meeting to leave.
  - Parents and pupils will be asked to sign a 'Live Learning and Conduct' Agreement before being allowed to access 'live learning' platforms. (see end of policy).

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programmes 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 exceptional circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the Inclusion Manager.

Pupils not using devices or software as intended will receive a consequence in line with the school's Positive Behaviour Policy.

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.

The school will consult with parents where appropriate prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

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 communicate to parents via letter and email (Arbor) 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.

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

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- 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.
- Check the well-being of their children and provide appropriate support as required.

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.

### **Safeguarding**

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

- The DSLs and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSLs and Headteacher will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

- Phone calls made to vulnerable pupils will be made using school number app or a school phone. Personal phone number must NEVER be used.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded and suitably stored in line with data protection policy using My Concern and Microsoft teams.
- The DSLs will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All home visits **must**:
  - Have at least one suitably trained individual present.
  - Be undertaken by no fewer than two members of staff.
  - Be suitably recorded on My Concern and the records stored so that the DSL has access to them.
  - Actively involve the pupil.

Vulnerable 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. E.g. share WORK telephone numbers and WORK e-mail addresses ONLY.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

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.

### **Data protection**

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

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times. Staff members will use the school's remote access system when accessing video and audio communication for remote learning so it can be tracked on the school's device monitoring and management device e.g. Senso.

- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Positive Behaviour Policy or the Trust's Disciplinary Policy and Procedure.

### **Marking and feedback**

All staff will be mindful of the constraints that a lockdown may place on families and will remain flexible and responsive, within the school day and on week days in term time.

All schoolwork completed through remote learning must be:

Completed to the best of the pupil's ability.

The pupil's own work.

Marked in line with the Feedback Policy, as far as reasonably possible.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email (or telephone call) if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and consider additional support.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the Inclusion Manager/Headteacher as soon as possible.

The school accepts 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.

### **Health and safety**

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

- Teaching staff will ensure pupils 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, pupils will be encouraged to take a five-minute screen break every hour.
- Screen break frequency will be adjusted to ten minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the class teacher immediately so that appropriate action can be taken.

### **School day and absence**

- Children will be set a daily / weekly timetable of activities to complete. These will, wherever possible, follow the timetables pupils would follow in school.
- Pupils are expected to complete work set daily within school hours. There is an expectation that children have regular breaks in the morning, afternoon and at lunchtime.
- Pupils are not expected to do schoolwork outside the school times of 8:45am and 3.15pm.
- Staff will be mindful of the working patterns of parents. They will respect the decisions of parents to organise a pattern of learning that suits their family and this might include evenings and weekends. Staff will not be expected to interact with families during these times.
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- Parents will inform their child's teacher no later than 8:45am if their child is unwell and unable to access a remote learning activity set by the teacher.
- The school will monitor absence and lateness in 'live lessons.' The school will take into account different working patterns of individual families and take these into account.

### **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 (Arbor) and the school website about remote learning arrangements as soon as possible.
- The Headteacher will communicate with staff as soon as possible via school email or Team chat about any remote learning arrangements.
- Members of staff 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 pupils 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. Out of hours communication with the Headteacher can be requested by parents and arranged at a mutually convenient time. This should be very infrequently, and only in an urgent situation.
- Members of staff will have regular contact with a member of SLT.
- As much as possible, all communication with pupils and their parents will take place within the school hours.
- During sustained periods of remote learning pupils will have verbal contact with a member of teaching staff at least once per week via phone call.
- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- Issues with remote learning or data protection will be communicated to the pupils' teacher via Class Dojo / Tapestry as soon as possible so they can investigate and resolve the issue.
- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set via Class Dojo.

- The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.
- Staff will NOT use personal telephone numbers or personal e-mails to contact parents/carers at ANY time.

## Live Learning Agreement & Conduct

### Parental Agreement

*Please*

*circle*

-My child can take part in live lessons	YES / NO
-My child's work can be celebrated with classmates as part of live lessons	YES / NO
-I understand that videos and/or screenshots of live lessons <b>must not</b> be taken or shared under any circumstances. <i>(In the event that videos / pictures are taken and placed on social media I understand this could lead to exclusions, permanent exclusion or police involvement.)</i>	YES / NO
-I understand that during a 'live lesson' an adult should be present and visible on the screen with the child at all times during the session. <i>(Typically around 15 minutes)</i>	YES / NO
-I will talk to my child regularly about the benefits and risks of the online world and give them space to ask questions and talk about anything that worries them	YES / NO
-I will ensure my child will use any messaging service appropriately and for school purposes only. All messages will be screened and monitored by school.	YES / NO
-I have read and understood the pupil agreements and will support my child with the areas identified.	YES / NO
-I will establish a suitably-resourced working desk/table at home with access to a computer or other suitable device, free from any unnecessary distractions.	YES / NO
-I will set age-appropriate parental controls on devices and internet filters to block malicious websites.	YES / NO
-I will ensure my child, and all other household members, will be suitably dressed during live learning sessions and ensure appropriate language is used at all times.	YES / NO

### Pupil Agreement – Live Learning

*Please*

*circle*

I understand that the normal high expectations of behaviour are expected of me, my interactions and engagement will be focused, polite and respectful at all times. I will not use inappropriate language.	YES / NO
I understand that this is a new way of working and that I need to focus even harder and really apply my listening skills to make the most of my learning.	YES / NO
I agree that I will always complete the work to the best of my ability and that I will work to the normal expectations of the schools behaviour policy in all interactions and the effort that I apply to my learning.	YES / NO
I agree that I must never use some or all of this material for any purpose other than my own learning.	YES / NO

I will never place any of a teacher’s video or audio file on any on-line platform or social media platform.	YES / NO
I will not record any part or whole of a live video or pre-recorded lesson.	YES / NO
I will not edit any part or whole of a live video or pre-recorded lesson.	YES / NO
I agree that my teacher will always record any live video lesson; I understand that this is an agreement to ensure the safety of all students and teachers.	YES / NO
If I am involved in a live lesson I agree to ensure that I am aware of others in my own home and that they know I am engaged in a lesson to avoid unnecessary or inappropriate distractions.	YES / NO
If I am involved in any live video lesson I will ensure that I am wearing sensible and appropriate clothing that would be deemed acceptable on a school non uniform day.	YES / NO
I will always have an adult with me in live lessons who will be visible on the screen with me at all times during the session.	YES / NO
I understand that my teacher will be recording or delivering the lesson from their own home and that I should be respectful that this is their private space and is not a subject that should be discussed with them or with others.	YES / NO
I understand that other students will also be inside their homes, which may also be visible on camera, and that I should be respectful that this is their private space and is not a subject that should be discussed with them or with others.	YES / NO
I will not attempt to invite anyone to the live video lesson. Only teachers will invite students to live lessons.	YES / NO
During a live video lesson I will use the audio ‘mute’ function when instructed to do so by the teacher.	YES / NO
During a live video lesson I will cut the camera feed to stop the visual link when instructed to do so by the teacher.	YES / NO
I agree that if I am involved in a live video session and I do not adhere to any of the rules above I will be removed from the lesson by the teacher.	YES / NO
If I am removed from a lesson by a teacher, I will not be permitted to re-join the class until the teacher or a senior member of staff has spoken with my parent/carer.	YES / NO
I will leave at the end of the session once instructed to do so. My teacher will be the last person in the meeting to leave.	YES / NO

Signed: ..... (child)

Signed: ..... (parent /carer)

Date: .....

## Pupil Agreement Acceptable Usage Policy

These rules will keep everyone safe and help us to be fair to others.

*Please circle*

I will only use the school's computers/iPads for school work and homework or activities approved by someone working at the school.	YES / NO
Whether at home or school, I only use the devices, apps, sites and games I am allowed to, at the times I am allowed to.	YES / NO
I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour.	YES / NO
I will not look at other people's files without their permission.	YES / NO
I will keep my login and password secret.	YES / NO
I will only log on with my own login details and will never use those of someone else.	YES / NO
I will never store any passwords using the "remember me" option.	YES / NO
I will not bring files into school without permission.	YES / NO
I will ask permission from my parent/carer before using the Internet and will not visit Internet sites I know to be banned by the school.	YES / NO
I will not open an attachment, or download a file, unless I have permission or I know and trust the person who has sent it.	YES / NO
I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless my teacher has given permission.	YES / NO
I will never arrange to meet someone I have only ever previously met on the Internet or by e-mail or in a chat room, unless my parent, guardian or teacher has given my permission and I take a responsible adult with me.	YES / NO
I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes add-ons can cost money, so it is important I always check for these too.	YES / NO
I do not post, make or share unkind, hurtful or rude messages /comments and if I see it happening, I will tell a trusted adult.	YES / NO
I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).	YES / NO
I don't change clothes in front of a camera.	YES / NO
If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher / trusted adult.	YES / NO
I will take care of the computer and other equipment loaned by school.	YES / NO
I know that if I break the rules, I might not be allowed to use a computer/lpad	YES / NO

Signed: ..... (child)

Signed: ..... (parent /carer)

Date: .....

Please return these agreements as soon as possible by INSERT DATE. Until we have received these signed agreements, we will not be able to deliver learning in this way.

Yours sincerely,

Headteacher

**This agreement is between:**

- 1) Bakewell Methodist Academy School (“the school”)
- 2) [Name of parent and their address] (“the parent” and “I”)

And governs the use and care of devices assigned to the parent’s child ( the “pupil”). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

All issued equipment shall remain the sole property of the school and is governed by the school’s policies.

1. The school is lending the pupil a laptop (“the equipment”) for the purpose of doing schoolwork from home as part of our remote learning approach.
2. This agreement sets the conditions for taking a Bedford Hall Methodist Primary School laptop home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the pupil will adhere to the terms of loan.

**Damage / loss**

By signing this agreement I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that I and the pupil are responsible for the equipment at all times whether on the school’s property or not.

If the equipment is damaged, lost or stolen, I will immediately inform school and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the school on their request in the same condition.

- I understand that arranging internet connectivity for this device is my responsibility, as is the payment of any bills associated with this internet access.
- I will ensure that the device is cared for properly during the period of the loan, including:
  1. Keeping food and drink away from the device at all times
  2. Not allowing it to be taken outside of the home, except for return at the end of the loan period
  3. Not allowing any software to be downloaded onto the device except for the purpose of education
  4. Ensuring that it is used in a place where it can rest securely on a desk or other level surface without risk of falling or being dropped.
  5. Ensuring that it is used in accordance with the e-safety advice provided with the device.
  6. Ensuring that it is in a safe place when not in use and protected from accidental damage.

- 7. Letting the school know immediately in the event of any problems with the device.

**Unacceptable use**

- I take full responsibility for any damage or loss caused by not following this agreement.
- I understand that technical records on the device (such as internet history) may be viewable by the school at any time.
- I agree that the pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

**Data protection**

I agree to take the following measures to keep the data on the device protected.

- Keep the equipment password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Make sure my child locks the equipment if it's left inactive for a period of time
- Do not share the equipment among family or friends
- Update antivirus and anti-spyware software as required
- Install the latest updates to operating systems, as prompted

If I need help doing any of the above, I will contact school on 01942 672614 who will put me in touch with the IT team as needed.

**Return date**

I will return the device in its original condition to the school office within 7 days of being requested to do so.

I will ensure the return of the equipment to the school if the pupil no longer attends the school.

**Consent**

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

Pupil's Name.....  
 Parent's full name.....  
 Parent's signature.....  
 Date .....

