



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

REMOTE LEARNING POLICY

Statement of intent:

1. Legal framework
2. Roles and responsibilities
3. Attendance and absence
4. Principles and practice
5. Communication
6. Resources
7. Pupils with SEND
8. Remote education during a suspension or permanent exclusion
9. Pupil conduct
10. Staff conduct
11. Safeguarding
12. Systems and technology
13. Data protection
14. Online safety
15. Marking and feedback
16. Health and safety
17. Monitoring and review

Statement of Intent

At Shirley High School we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual learner or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all learners have access to the learning resources and support they need to succeed.

This policy aims to:

- Minimise the disruption to learners' education and the delivery of the curriculum.
- Ensure provision is in place so that all learners have access to high quality learning resources.
- Protect learners from the risks associated with using devices connected to the internet.
- Ensure staff, parents/carers, and learners' data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all learners 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.

This policy will not usually be implemented:

- In the event of short-term school closures: adverse weather or short term learner absence.
- A learner who is absent from school without prior authorisation from the school, with or without parent/carer permission.
- A parent/carer decision to absent a learner from school as a precaution, but contrary to medical advice from the UK Government, Public Health England or The World Health Organisation.



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1. Legal framework

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 (2025) 'Keeping children safe in education 2025'
- 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 (2025) '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 operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy
- Online Safety Policy
- Staff Code of Conduct
- Pupil Code of Conduct
- Technology Acceptable Use Agreement for Pupils
- Technology Acceptable Use Agreement for Staff
- Cyber-security Policy
- Records Management Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Examinations Policy
- Children Missing Education Policy
- Home Visit Risk Assessment

2. Roles and responsibilities

Staff are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the SBM and asking for guidance as appropriate.



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- 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 allocated member of the schools leadership team.
- Reporting any defects on school-owned equipment used for remote learning to the school IT Support team through the raising of a ticket.
- Adhering to the staff code of conduct and policies at all times.
- Using the Google Meet link via the specific class Google Classroom so that all students can access the lesson.
- Uploading teaching materials and lessons to Google Classrooms for learners to access.
- Setting work equivalent in length to the lessons on their revised timetable and be available during scheduled lessons to answer any questions learners may have on Google.
- Feedback using Google as per the Marking and Feedback policy.
- Making sure that all resources are available online including scanned pages of textbooks.
- Using the rewards and sanctions systems and contact parents/carers if there are ongoing concerns.
- Ensuring that a 'professional' classroom level of interaction is maintained through the use of Google Classrooms and email.
- Setting out their expectations online.
- Staff to set expectations such as microphones off and blurred background, as appropriate to their session.
- Where permission is granted 1:1 sessions will be recorded for the safeguarding of both learners and staff.
- Staff offering recorded live lessons for those working remotely must upload these lessons within a reasonable time, and check that work has been accessed by those working remotely. HOD and LM will monitor the uploading of work for remote learners.

DOFs/HODs are responsible for:

- If a member of staff is not able to deliver a remote lesson due to sickness to put a message on the specific class google classroom announcement board that "due to staff absence there will be no live lesson today".
- If the HOD/DOF is the person is absent then a member of the admin cover team will post a similar message.

Parents/Carers are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times agreed or as party of normal timetable
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material
- Adhering to the home school agreement at all times.

Learners are responsible for:

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



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- Ensuring they are available to learn remotely at the times set by the school of this policy, 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 expectations and behaviour policy of the school at all times. Anyone misbehaving (e.g. posting inappropriate comments or images) will be dealt with in accordance with our behaviour policy.
- Logging into Google Classrooms in preparation for their lessons.
- Maintaining the expectations of the Shirley Learning Journey while working remotely.
- Completing all set work and submitting it to the subject teacher by the requested deadline by uploading it, scanning it in or taking a photograph of the work.
- Meeting deadlines; Head of Departments and/or Heads of Year will be informed if they are not.
- Behaving in line with the school's behaviour expectations when using Google Classrooms.
- Learners are not required to wear school uniform for online audio-visual learning, however, they must dress appropriately. They should also consider the background of any video call / video meeting with respect to appropriateness and privacy.

The Governing 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.

The Principal is responsible for:

- Ensuring that staff, parents/carers and learners 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 learners.
- Arranging any additional training staff may require, to support students during the period of remote learning.
- Conducting reviews on a fortnightly basis of the remote learning arrangements to ensure students' education does not suffer.

The 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 Principal.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or



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reduce the risks associated with remote learning.

- Ensuring that students 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 DPO 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/carers, and learners are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs 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 ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
- Identifying vulnerable learners who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the learner is learning remotely, and liaising with the Principal and other organisations to make alternate arrangements for learners who are at a high risk, where required.
- Identifying the level of support or intervention required while learners learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable learners receive the support required during the period of remote working
- Ensuring all safeguarding incidents are adequately recorded and reported.

The SENDCO is responsible for:

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

The ICT Support department are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

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installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

- Ensuring that any programs 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 SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

Learners:

- Learners are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of learners with and without access to the online learning resources and discuss additional support or provision with the Principal as soon as possible.
- Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO 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.

3. Attendance and absence

The school understands 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.

The school will 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 the school will work proactively with pupils, parents and any other relevant partners, such as the LA, to remove any barriers to attendance.

The school will 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.

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

School closures and attendance restrictions

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents



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and pupils. The DfE's emergency planning guidance will be consulted in the event of school closures or attendance restrictions.

Individual cases where a pupil is unable to attend school but is able to learn

The school is aware that 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.
- Whose attendance has been affected by a SEND or a mental health issue, as agreed and confirmed by the school

Where these circumstances arise, and after the pupil's absence from school has been established, the school will consider providing remote education on a case-by-case basis, as part of a plan to reintegrate back to school.

The provision of remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education as outlined in Section 7 of this policy.

The school day

Pupils will be present for remote learning by **8:40am** and cease their remote learning at **3:10pm (KS3) and 3:20 (KS4 and Ks5)** from **Monday to Friday**, with the exception of breaks and lunchtimes.

- Morning break will take place at **10:20am** until **10:40am**.
- Lunchtime will take place between **12:50pm** and **13:30pm**.

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 learning until they are well enough to do so. Parents will inform the school no later than **8:30am** if their child is unwell.

4. Principle and practice

When providing remote education the school 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



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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
- The school 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, the school 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

5. Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents/carers via letter and/or the school website about remote learning arrangements as soon as possible.
- The Principal will communicate with staff as soon as possible via email(s) 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 learners 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.
- Members of staff will have contact with their line manager once per week.
- As much as possible, all communication with learners and their parents/guardians will take place within the school hours outlined in section 9.
- Learners will have verbal contact with a member of teaching staff at least once per week via group



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phone call.

- Parents/Carers and learners 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 students' teacher as soon as possible so they can investigate and resolve the issue.
- The learners' teacher will keep parents/carers and students informed of any changes to the remote learning arrangements or the schoolwork set.
- Communication will be reviewed regularly (not less than termly) to ensure that measures are in place to identify and address any gaps in the provision.

6. Resources:

Learning materials:

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of the following, however live lessons is the primary remote learning offer of the school:

- Work booklets
- Emails
- Past Pre-Public examinations (PPEs)
- Current online learning port/Exemplars/ Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

Teachers will direct learners to the schools internal bank of lessons or where appropriate other online learning platforms supported by the DfE. Programmes selected will allow all learners to access the work provided.

Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning

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

7. Pupils with SEND

The school is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote



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education is in place.

If a pupil has an EHCP the school will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.

The school is aware of its 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, the school will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.

The school is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases the school 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.

The school 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.

The school 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 – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

8. Remote education during a suspension or permanent exclusion

In situations where a pupil is suspended or permanently excluded, the school will take steps to ensure that work is set and marked for pupils during the first five school days in accordance with the guidance outlined in the DfE's Suspension and permanent exclusion document.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in



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line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time

9. Pupil conduct

The school will 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.

The school will ensure that pupils sign and return the Technology 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 not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

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

The school will ensure that any pupils who breach the code of conduct will be disciplined in line with the school's Behaviour Policy.

10. 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.

The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement for Staff prior to commencing live online lessons.

Staff will only use school-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

Staff 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



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ensure it is properly documented in line with the school's Records Management Policy.

11. Safeguarding

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

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education.

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. 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.

All home visits will:

- Have at least **one** suitably trained individual present.
- Be undertaken by no fewer than **two** members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

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.

The DSL will meet, in person or remotely, with the relevant members of staff **termly** 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.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

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The planning of live lessons will always be carried out in conjunction with the school's DSL.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.

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.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via **email**. Pupils will be provided with the contact details of the DSL to report any concerns.

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.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

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.

12. System and technology

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.

The ICT manager will research the providers the school will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons. Where necessary, they will refer to government-approved resources, e.g. from the National Cyber Security Centre (NCSC) and from the IT provider when selecting their recommended providers.

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.



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

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- 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.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Pupils will be encouraged to take regular physical exercise to maintain fitness.

13. 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.
- 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/Carers' and learners' 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 and retained in line with the Records Management Policy.
- The school will not permit paper copies of contact details to be taken off the school premises
- Learners 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 and E-Security Breach Prevention Management Plan.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

14. Online safety

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

Where possible, all interactions will be textual and public.

All staff and pupils using video 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.



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Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication will:

- 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 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 some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will consult with parents at least two weeks 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 communicate to parents via email 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.

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

During the period of remote learning, the school 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.

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. The school will, however, reinforce the importance of online safety and share information regarding the systems used by the school to filter and monitor online use.

15. Marking and Feedback:

All schoolwork completed through remote learning will be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.



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- The pupil's own work.
- Marked in line with the Marking and Feedback Policy.
- Returned to the pupil, once marked, by an agreed date.

Pupils and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via **email** 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 discuss additional support or provision with the headteacher as soon as possible. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school will implement 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.

The school will log participation, pupil engagement ATL and provide feedback. This will be shared with parents via the school communication channels.

16. Health and Safety:

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

Teaching staff and the ICT manager 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 **two hours**. Screen break frequency will be adjusted to **five 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 health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

17. Monitoring and review

This policy will be regularly reviewed by the principal and governing board.

Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.



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We want all at SHS to believe in and maintain the values of our school:

