Doubletrees School Remote Education Policy

In line with best practise and following the DfE guidance Doubletrees has a Remote Education Policy to be applied in case child/young person needs to self-isolate or local/national lockdown is required.

DfE Guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks

1. Statement of School Philosophy

Doubletrees has always strived to be creative, innovative and support our parents & child/young person in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure access to remote learning for all pupils who aren't in school through use of quality Online and offline resources or TEAMs video facilities.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of each learner's EHCP and PLG outcomes alongside relevant aspects of the school curriculum.
- Consider continued education for staff and parents, supporting parents with the delivery of learning and expected outcomes (what to look for, what does success look like?) and to work together to adapt and refine learning activities to make remote learning accessible adaptable to all.
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online.

3 . Who is this policy applicable to?

- When there is no onsite provision available over a period of time, remote learning will be offered as an alternative.
- When children/young people are unable to access the site but well enough to access remote education.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan could include any of the following:

- Written plans with activities, expectations and success criteria
- Copies of the PLGs and suggestions of how to meet targets at home
- Suggested timetables with supporting resources
- Visuals and schedules to help communicate expectations of learning
- Phone calls, TEAMs meetings and messages home
- Printed learning packs, resources and suggested opportunities to learn within the home environment
- Physical materials such as story books and writing tools, scissors
- Recommendations of useful apps and websites to promote learning, for example, BBC Bitesize, Oak Academy, *DoodleMaths, Education City etc*

5. Home and School Partnership

Doubletrees School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs and the needs of the young person.

Because of the individual needs of all our learners teaching staff will work with families to assess and agree the best structure for the learning and day and support with visuals and schedules where requested. We will try to account for the demands of the holistic needs of our learners, such as therapy targets and personal care routines and the family unit.

Where possible, if it is recognised as beneficial for the young person to maintain a regular and familiar routine, Doubletrees staff will work toward this.

We would encourage parents to support their children/young people's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work to the best of their ability.

Every effort will be made by staff to ensure that work is set promptly and realistic to be supported by the family.

In line with Doubletrees School's values for healthy lifestyle we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

All children/young people and families are fully informed about the schools 'Acceptable Use Policy' which includes e-safety rules and this applies when children/young people are working online at home. A copy of this can be found on our school website and the SPT website.

6. Roles and responsibilities

Teachers

Doubletrees School will continue to provide support and ongoing training for staff using online platforms such as TEAMs.

When providing remote learning, teachers must be available between 8.45am and 4 pm daily (subject to breaks). If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

For extended periods of time away from school, the class teachers will ensure the values and targets within the pupils EHCP are being include when planning work and monitoring progress. Teachers will make reasonable adjustments to work towards the targets in the plan and if these present as unachievable via remote learning they will discuss with parents and a member of SLT

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes.
  - The work set should attempt to mirror the school's curriculum intent and be equivalent in time or conform to the government guidelines for remote learning during school closure.
  - Weekly/daily work will be shared with families to encourage active involvement where possible
- Providing feedback on work:

- Teachers will be expected to give regular (weekly) feedback to students in the core subjects
- SLT will support class teachers and subject leaders on any formal assessments and feedback.
- Staff will be encouraged to work towards the values of the Doubletrees recording of learners' work where this is realistic

- Keeping in touch with pupils who aren't in school and their parents:

- If 3 consecutive daily attempts to contact families have been unsuccessful, class teachers should continue to log this on CPOMs and notify a DSL, so that we can continue to monitor safeguarding and the families' wellbeing.
- If there is a concern around the level of engagement of a pupil/s parents, they should be contacted via phone to access whether staff can assist with engagement.
- All parent/carer emails should come through the school e mail accounts or via Microsoft TEAMs Staff are encouraged to use TEAMs for parents' meetings and EHCP review to allow for views of children/young people and wider family members where appropriate.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Support Staff

Support staff must be available between the Doubletrees school hrs 8.45 am until 3.45pm

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed by a member of the leadership team or class teachers. They will be active in engagement with reluctant learners, supporting teachers with feedback on work, adapting learning resources and encouraging life style choices around exercise, screen time and diet.

Senior Leaders / Designated safeguarding leads

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing samples of work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection
- Ensuring all safeguarding considerations are met
- Ensuring all EHCP reviews and planned parent meeting continue via TEAMS

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child/young person Protection Policy. The DSL will work very closely with the teaching staff and the family support worker who will report daily if children/young people or families do not engage or respond to communications.

IT Support

Equinoxx will continue to support IT, including:

- Fixing issues with systems used to set and collect work
- Helping staff (and when possible parents) with any technical issues they're experiencing

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils, staff and parents with accessing the internet, TEAMs or other apps to support learning or safeguarding.

Pupils and parents

Staff can expect parents with children/young people learning remotely to:

- Make the school aware if their child/young person is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Ensure any contact details are kept up to date

Please see the associated fact sheets on how best to facilitate a home learning environment for each learning pathway.

Local Governing Body

The Local Governing Body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Trustee Board

- Trustees are responsible for:
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

GDPR

This section of the policy will be enacted in conjunction with Trust GDPR.

Staff members will be responsible for adhering to GDPR principles 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' 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.

Any breach of confidentiality will be dealt with in accordance with the Trust's GDPR Information.

Any intentional breach of confidentiality will be dealt with in accordance with the Trust's Data Protection Policy

Online safety

This section of the policy will be enacted in conjunction with the Trust's on-line safety policy.

Where possible, all interactions will be textual and public.

- All staff and pupils using video communication must:
- Communicate in groups – one-to-one sessions are not permitted. There should be an additional member of staff or a supervising adult in the home present
- 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.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.

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. School equipment will be risk assessed to ensure that there are no privacy issues or scope for inappropriate use.

The school will support parents to ensure that home devices have the appropriate security and privacy settings. See appendix A

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.

Safeguarding

See Safeguarding and Child Protection Policy and Covid-19 addendum to our safeguarding policy which can be found on the Special Partnership Trust website.

No recording of any online sessions must take place without the express permission of all parties present in the recording and parental permission for learners who are not able to consent for themselves.

Monitoring arrangements

This policy will be reviewed every three years. At every review, it will be approved by the Trust Senior Leadership Team.

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour/Relationship policy
- Child/young person protection policy

- Data protection policy and privacy notices
- Online safety acceptable use policy
- User Agreements for online platforms and apps

Reviewed November 2026

Appendix A

Suggested supporting websites for parents to assist with security and privacy settings.

https://www.commonsensemedia.org/blog/parents-ultimate-guide-to-parental-controls

https://www.internetmatters.org/parental-controls/

Also, websites to support digital health:

Advice on digital wellbeing

https://www.childnet.com/parents-and-carers/hot-topics/digital-wellbeing

Guides on the safety of various social media sites

https://www.saferinternet.org.uk/advice-centre/social-media-guides