

The Totteridge Academy: Remote Learning Policy

The Totteridge Academy – Remote Learning Policy Updated January, 2025

The Totteridge Academy

The Totteridge Academy is an inclusive school that celebrates individuality and diversity. We have high expectations of all of our students and instil in them our ethos of 'kaizen', meaning continual improvement. We ensure that students with SEND are supported fully so that they can enjoy their learning and achieve their best at all times, both within the classroom and beyond.

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This policy has been developed in consultation with parents/carers, staff, governors, and students and has regard to:

- Providing remote education: guidance for schools – August 2024

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This policy is in line with all of our school policies and ensures that we embed an inclusive culture and successfully support those with SEND. The Governing Body, the Principal and the Digital Strategy Lead will regularly monitor the effectiveness of this policy.

Aims

This document sets out our policy for remote learning provision and is based on the non-statutory guidance from the Department for Education, updated in August 2024, on providing high- quality remote education in cases where it is not possible, or is contrary to government guidance, for some or all pupils to attend school

It aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to what remote learning looks like since National lockdowns.
- Provide appropriate guidelines for data protection.

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Introduction

We believe 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. As such remote learning provision now only takes place if a student has an agreed absence from school. For this reason, we would consider it only 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, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Remote learning will be put in place with support from the student's Director of Learning. Where necessary, a laptop will be provided so that the student can access the remote provision.

This policy sits alongside our attendance policy (<https://www.thetotteridgeacademy.org.uk/policies>) and considers approaches that facilitate working with pupils, parents, carers, and any other relevant partners such as the local authority, to remove any barriers to attendance.

Pupils absent from school and receiving remote education still need to be marked as absent in the register. We will continue to record pupil absence in the register in line with the Education (Pupil Registration) (England) Regulations 2006 and attendance guidance, using the most appropriate code.

Scenarios where remote education should be considered

Circumstances where it might not be possible for pupils to receive in person education fit into 2 broad 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 or restrictions on attendance

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort should 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 the Principal, with help of the Senior Leadership Team, United Learning, or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.

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,
- pupils preparing for or recovering from some operations, or

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- pupils recovering from injuries where attendance might inhibit recovery.

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, The Totteridge Academy (TTA) will consider providing pupils with remote education on a case-by-case basis. This will be part of a plan to reintegrate students back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Provision of remote education should 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. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education, which TTA will devise a plan for in consultation with pupils, parents, carers, and any other relevant partners such as the local authority.

[Working with the local authority, London Borough of Barnet \(LLB\)](#)

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education. Statutory guidance sets out that LLB should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative.

While the s.19 duty sits with the LBB, TTA will work closely with them and any relevant medical professionals to ensure that children with health needs are fully supported at school, including putting in place individual healthcare (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

[What we consider when providing remote education to individual pupils](#)

When a pupil is absent, TTA will 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 TTA 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.

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- 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.

Free school meals and remote education

Where pupils eligible for benefits-related free school meals are receiving remote education, we will work with our catering team or caterer either to provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.

Remote education during a suspension or permanent exclusion

As outlined in our Exclusion Policy, TTA will ensure work is set and marked for pupils during the first five school days of a suspension or permanent exclusion. It is up to the parent to make sure it is collected and returned when completed for marking.

Provision for pupils with SEND

If pupils with SEND are not able to attend school and require remote education, we believe their teachers are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. TTA will put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively.

Some pupils with SEND may not be able to access remote education without adult support. TTA will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The duty under the Children and Families Act 2014 for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place. In addition, if a pupil has an Education, Health and Care plan, whether they are in a mainstream or special school, TTA will work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty. It may be challenging or impossible for TTA to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, we will instead consider, in cooperation with the local authority (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

What format remote learning will take

Remote learning will be put in place with support from the student's Director of Learning. Where necessary, devices will be provided so that the student can access the remote provision.

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It will be structured as follows:

- If a student has an agreed absence from school and needs to access learning remotely, their Director of Learning will coordinate that work will be sent to their school email account.
- Directors of Learning may also send the link to the United Learning Curriculum Oak Lesson (found [here](#)) where they can access videos of learning that follow our United Learning Curriculum for specific subjects. • Work can also be found on: SatchelOne, Sparx, and Carousel. • Teachers can be contacted via their email addresses, published on the school website

Roles and responsibilities

Teachers

All teachers must be available during the school working day. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the Academy's absence procedure set out in the staff absence management policy. If absence is going to affect their ability to set work for their classes, they should contact the Head of Department (HoD) or Senior Leadership Team (SLT) line manager or, if it prevents them from communicating with their tutees, they should let the Director of Learning (DoL) to let them know.

Prolonged school closure:

- The work should be set within the guidance set out by the Senior Leadership Team and Heads of Department, that students should study lessons according to their timetable. Work set should aim to continue the content of the curriculum but should reflect a reduced expectation as the delivery of the entire curriculum is not feasible.
- Work set should be uploaded onto Satchel One with clear guidance from the teacher as to how it is to be completed and via the Satchel One "hand in" feature, by email, or by a method that is directed by their teacher
- Subjects will adopt a common method of labelling work to enable students and parents to easily identify and complete tasks in order. Subjects will use Satchel One to notify students on a weekly basis to confirm their work and where to find the work for the week ahead.
- Prolonged school closure will require teachers to communicate regularly with their HoD and DoL to raise any emerging issues. They will also collaborate with their team through virtual meetings to ensure consistency in approach to online learning and to enable the sharing of ideas and best practice.
- Teachers will be provided with a list of students who are unable to access the work remotely or have limited access. In these cases, it is the responsibility of subject teachers to provide work for the following week and save in the appropriate folder by 3.30pm Friday of the previous week. This gives time for admin staff to print the work the week ahead and have it ready either for collection or send it out in the post.
- Teachers will be expected to complete CPD tasks in relation to teaching & learning and safeguarding, as directed.

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- Teachers will be expected to work on the development of school resources to support students' future learning, through adaptation and creation of schemes of work or learning support materials, as directed by the HoD.
- Teachers are expected to monitor completion of students work during periods of school closure and grade all students 'Engagement' and 'Quality' of work completed for each student they teach on a weekly basis.

Remote learning at The Totteridge Academy is driven by high expectations of student outcomes. Tasks set each week enable our students to learn new content efficiently through pre-recorded videos and various subject-specific online platforms that our pupils are accustomed to. Genuine learning is tested by students' completion of longer independent tasks that are closely monitored by staff before feedback is given to allow pupils to progress and to improve. The descriptions below contain links which allow you to explore our key remote learning documents further.

To encourage and maintain routine, our timetables during lockdown follow a similar sequence of subjects each day. We start and end each day with a live tutor session. During this session, form tutors: take a register, check in with pupils pastorally, prepare them for the day ahead and provide their students with an opportunity to raise any issues they have with their tutors.

Conducting 'Live Lessons'

- Live Lessons will not be compulsory but should be used if they represent an effective means of delivering a particular learning objective
- If Live Lessons are used, teachers will need to be mindful of those students who do not have access to relevant technology or who's personal circumstances who may not be able to attend virtually at the time of the lesson
- Live Lessons must be conducted on school not personal accounts.
- Live Lessons may be recorded and shared via the school online video sharing platform Microsoft Stream. Permission should be set to only allow staff at TTA and students involved to watch the video, downloading should be restricted.

Keeping in touch with students and parents.

- In the case of live lessons, will start and end each school day with a live tutor session using Microsoft Teams meeting. During this session, form tutors: take a register (individual or whole class dependent on the scenario), check in with pupils pastorally, prepare them for the day ahead and provide their students with an opportunity to raise any issues they have with their tutors.
- Tutors are expected to make contact with specific tutees once per week. They will be supported by assigned non-teaching staff to facilitate communication with identified individual students. Issues that may arise should be emailed to DoL if they cannot be resolved by the tutors.
- DoL should deal with pastoral issues and any curriculum related queries should be emailed to DoL. DoL should then follow up specific concerns with individual subject teachers – all via email. Some concerns may be discussed in online meetings if they are of a generic nature.

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- Contact information regarding concerns around the safeguarding of students will be communicated to both students and parents via email, Arbor and Provision Mapper
- Teachers should use the school email protocols of times when emails will be answered.
- Complaints or concerns should be shared with HoD or DoL in the first instance. If issues cannot be resolved they should be shared with SLT line managers. SLT should appraise the Principal regularly of any serious concerns or issues. Safeguarding concerns should be shared directly with the DSL.
- Quality of and engagement in schoolwork will be monitored and recorded. The usual reward systems will be used by teachers to credit excellent engagement in online learning. 'Engagement' and 'Quality' of work completed by students will be communicated to parents every week by the data team.
- Vulnerable students (or their parents) should be contacted by the Inclusion team and the SENCO to check their mental health and well-being. All vulnerable students will be encouraged to use school for studying.
- Students currently open to social care (CP, CIN, EHP), those currently being assessed and other students considered vulnerable will be allocated an additional member of staff (e.g. Learning Mentor, Medical Welfare Officer, Attendance Officer, SENCO) to monitor and support their mental health and well-being. All students within this group will be encouraged to use school for studying and for those with a named social worker; information will be shared on uptake of this facility.

Learning Support Assistants (LSA)

LSAs must be available during their normal working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal daily email absence procedure.

Learning Support Assistants are responsible for:

- Supporting students with learning remotely as guided by the SENCO
- As key workers, to monitor the suitability and accessibility of work set by teachers of their specific students; they should adapt if necessary
- Support teachers by preparing specific differentiated work as requested.
- Complete tasks as requested by the SENCO.
- Assist in the communication and monitoring of students as required by the SENCO
- Complete CPD task as requested by the SENCO or SLT

Directors of Learning (DoL) and Heads of Department (HoD)

Alongside their teaching responsibilities, as outlined above, DoLs and HoDs are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject or year groups to make sure work set is appropriate and consistent

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- Working with other HoDs, DoLs and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Promoting clarity of explaining tasks and their location to students (and parents)
- Monitoring the work set by teachers in their subject or year group by checking assignments set on Satchel One and through regular meetings
- Conducting a reviews or remote learning tasks, as requested, to assess the quality of remote lessons being set
- Alerting teachers to resources they can use to teach their subject
- Ensuring the mental health, wellbeing and workload of their team is monitored
- Alert teachers to any relevant information required to set appropriate remote learning tasks to ensure high quality tasks are set for all students.

Senior Leadership Team (SLT)

Alongside any teaching responsibilities, SLT are responsible for:

- Coordinating the remote learning approach across the school. SLT with responsibility for Digital Learning will work with the IT Team to ensure full access for teachers, students and parents of the work being set.
- Keep and maintain a list of all students and their access to devices and infrastructure that allows them to access and complete remote learning. The list should always be maintained so that provision can be made at any time remote learning is needed for a single child, cohort of children or the whole school. The list will be regularly reviewed and used to:
 - Identify student students who the school can provide a device to help with their remote learning
 - Identify and provide students with support on how to use the devices to access remote learning
 - Communicate to staff and parent's issues students may have accessing and completing their remote learning.
- Ensuring the mental health, wellbeing and the workload of all staff is taken into consideration when setting up processes and expectations related to remote learning.
- Plan and deliver weekly whole school virtual assemblies.
- Plan and deliver parent virtual forums and information events as required.
- Monitor the effectiveness of remote learning through meetings with teachers and subject leaders and requesting feedback from students and parents (surveys).
- Monitoring the effectiveness of remote learning by using surveys and 'Pupil Pursuit' sampling to:
 - to find out the student experience of consistency and typicality in remote teaching and learning across the school.
 - gain an insight into whole school trends.
 - identify and disseminate best practice; and
 - understand how the remote learning environment/ICT infrastructure enhances or impedes learning.

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- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Keeping and updating accurate records of the most vulnerable students in the school.
- Providing staff training and guidance on how to carry out their safeguarding responsibilities and communicate any safeguarding concerns whilst the school is closed
- Ensuring that staff keep in regular contact with students in their care
- Reviewing and updating the Addendum to safeguarding Policy at regular intervals
- Ensuring all staff are aware of and always have access to the DSL or their deputies.
- Ensuring students and parents are aware of how and who they should contact if they have a safeguarding concern

IT staff

IT staff are responsible for:

- Monitoring use of school systems and hardware lent to staff and students.
- Provisioning IT resources for staff and students to be able to continue their responsibilities whilst the school is closed.
- Assist in the training of staff, students and parents so they are able continue their responsibilities whilst the school is closed.
- Fixing issues with systems used to set and collect work.
- Helping staff, pupils and parents with any technical issues they are experiencing when trying to access school systems and resources remotely.
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer.
- Providing IT equipment when needed so that students can access their learning.

All staff

In addition to their other responsibilities all staff will be expected to:

- Attending virtual meetings with staff, parents and students
- During virtual meetings, all staff should wear suitable attire. If the meeting is of a formal nature (e.g. an interview) staff should wear professional dress
- When taking part in a virtual meeting staff should avoid areas with background noise.

Rota for staff to be on sight in the case of a partial closure

- The rota system outlining which staff will be on duty in school during the week will be circulated the Friday before.

Students and parents

Students are expected, during remote learning, to:

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- Be contactable during the normal school hours times – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Students are expected to hand in their work via Satchel One “*hand in*” feature, by email, or by a method that is directed by their teacher
- Be clear about the behaviour expected of them during livestreamed sessions, e.g. taking turns to speak and not interrupting teachers or other pupils
- Be aware that they cannot record sessions or capture images using screenshots during a Live Lesson.
- Seek help if they need it, from teachers or Learning Support Assistants
- Alert teachers if they’re not able to complete work
- Adhere to protocols surrounding the use of remote ‘meeting’ software such as ‘Zoom’ and ‘Microsoft Teams’.

Parents are expected to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Use suggested guidance for support and read all correspondence, which will contain vital information.
- Be respectful when making any complaints or concerns known to staff and use the ‘Protocols for Effective Communication’ policy.

Local Governing body

The governing body is responsible for:

- Monitoring the school’s approach to providing remote learning to ensure education remains as high quality as possible
- Being confident that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons by ensuring that staff are regularly and appropriately trained.

Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to the relevant HoD, DoL or SENCO
- Issues with mental health and wellbeing – talk to the relevant DOL
- Issues with IT – email the IT team (ITsupport@tta.org.uk) or contact them via Teams
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – recorded on CPOMS or talk to the DSL

Data protection

Accessing personal data

When accessing personal data, all staff members must:

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- Use their school issued device wherever possible.
- Only keep data on school provided platforms for example Arbor, CPOMs and One Drive
- Only communicate with parents, students and staff using school email, Office 365 or via phone using the schools soft phone app (IPECs UCS)
- When working remotely from school, staff must use their network login to access Office 365.
- Staff are required to be even more vigilant regarding emails requesting log-in to Office 365 accounts using their network password, or asking them to click on linked documents, as there will be more scam/phishing/malware emails during periods of extensive remote working.

Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Staff should only share documents that contain personal data of staff, students or parents via a secure link. Attachments that contain personal data should not be sent via email.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 12 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device is locked if it is left inactive for a period of time
- Not sharing the device among family or friends
- To keep the school antivirus software (ESET) running at all times
- Keeping operating systems up to date – always install the latest updates
- Returning the laptop to the IT team as required and as safe to do so.

Safeguarding

Please refer to the Child Protection policy, which can be found here

(https://www.thetotteridgeacademy.org.uk/files/ugd/0a3e1b_11eb4925f8d2488bb79cfbd9d5692105.pdf).

- Key safeguarding measures will be in place as aforementioned.
- All Safeguarding requirements are followed as per our Safeguarding Policy: <https://www.thetotteridgeacademy.org.uk/policies>
- Students attending remotely will be registered and tracked by the attendance team.

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Monitoring arrangements


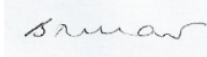
This policy will be reviewed annually by the Digital Strategy Lead from SLT.

Links with other policies

- Accessibility Plan -
https://www.thetotteridgeacademy.org.uk/files/ugd/0a3e1b_31762d6e5e124442813bd351671c48c2.pdf
- Anti-Bullying -
https://www.thetotteridgeacademy.org.uk/files/ugd/0a3e1b_5eb7e6298edd440cb69a448ba8ca6f6e.pdf
- Attendance -
https://www.thetotteridgeacademy.org.uk/files/ugd/0a3e1b_7a9ec4b14fc640d59e0d5702bc9da5ec.pdf
- Behaviour -
https://www.thetotteridgeacademy.org.uk/files/ugd/0a3e1b_4791978a1c544114b5b246dba754f267.pdf
- Records Management and Retention -
https://www.thetotteridgeacademy.org.uk/files/ugd/9022a3_37a960b2148245b688448e35824227f7.pdf
- Equal Opportunities Statement -
https://www.thetotteridgeacademy.org.uk/files/ugd/ea087d_d0f071f52fdf4d2c991f99dbc2f478bb.pdf
- Exclusion -
https://www.thetotteridgeacademy.org.uk/files/ugd/0a3e1b_32b07c2bdaf9498abdb35ae11c704a9d.pdf
- Online Safety -
https://www.thetotteridgeacademy.org.uk/files/ugd/9022a3_d3bae049f1cc4ce892b60e9f2ee89f7f.pdf
- Pupil and Parent privacy notice -
https://www.thetotteridgeacademy.org.uk/files/ugd/0a3e1b_448edfce91ea4727a101ddbebe7dd268.pdf
- Safeguarding -
https://www.thetotteridgeacademy.org.uk/files/ugd/0a3e1b_11eb4925f8d2488bb79cfbd9d5692105.pdf
- SEND -
https://www.thetotteridgeacademy.org.uk/files/ugd/0a3e1b_7d125589e6614c95a486422c60dfea8e.pdf
- Staff specific policies – please refer to Staff Drive for policies

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Approved By:	LGB
Overseen By:	Matt Furnival
Last Review Date:	January 2025
Review Frequency:	Annually
Next Review Date:	January 2026

Signed off by:		
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