



# REMOTE LEARNING PROTOCOL

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The MILL Academy (the Trust) is a school trust currently comprising of: The Henry Box School, Queen Emma's Primary School and Finstock Church of England Primary School. The MILL Academy Trust is run by a Board of Trustees. The MILL Academy Trust endeavours to provide the best education possible for all of its students in an open and transparent environment.

### 1. Aims

This protocol is to ensure the ongoing education of students under unusual circumstances. This protocol will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc. Using existing school systems (Microsoft Office 365 and, specifically, Teams and Loom) means this provision can be put into place quickly and students only need their login details for their school email.

This policy aims to:

- Provide clear guidelines on remote learning expectations for students, staff, and parents.
- Ensure consistency in teaching and learning while maintaining student engagement.
- Offer resources and support to facilitate effective online education.
- Uphold safeguarding and well-being standards for all students.

Guidelines issued by the Government during the COVID-19 pandemic set the following expectations regarding setting work and continue to be a fair recommendation for future unusual circumstances:

- Key Stage 1: two to three hours per day on average across the school cohort, with less for younger children.
- Key Stage 2: three to four hours per day.
- Key Stages 3 and 4: four to five hours per day.

Schools are expected to:

- Have systems for checking whether students are engaging with their work, and inform parents immediately where engagement is a concern.
- Gauge how well students are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.

## **2. Roles and responsibilities**

The Deputy Head: School Improvement and School Leader: Teaching are responsible for formulating and overseeing The Henry Box School's Remote Learning Protocol.

The Headteacher for Queen Emma's Primary and Finstock Church of England Primary is responsible for formulating and overseeing Primary School's Remote Learning Protocol.

### **School Leaders**

School Leaders will:

- Develop and review remote learning strategies to ensure effectiveness.
- Review appropriate platforms and digital delivery processes to ensure to maximise content, delivery and ease of use.
- Ensure staff have access to their respective digital platforms. Examples include but may not be limited to the Microsoft Office Suite, Satchel One, Academy21, Learning with Parents, Tapestry, Complete Maths, Ruth Miskin Portal, Oxford Owl and TT Rockstars/Numbots.
- Faculty/Assistant School Leaders working with teachers are responsible to make sure all work set is high quality, appropriate and consistent.
- Provide training and support for staff.
- Monitor engagement and well-being of students during remote learning.
- Ensure parents receive ongoing support to use the platforms effectively.
- Parents and students are made aware in advance of the arrangements in place for the continuity of education.

### **Teachers**

Teachers will:

- Deliver high-quality remote lessons using appropriate digital platforms.
- Set learning that align with the curriculum and offer timely feedback.
- Ensure students receive adequate support based on individual needs.
- Ensure that their computer- based teaching resources are available outside of school (through the Microsoft Office Suite).
- Have access to key resources not available online at home e.g. key textbooks
- Have access to a suitable device for home use and if this is not the case then staff should alert the Headteacher.

### **Students**

Students are expected to:

- Attend scheduled online lessons and complete set work on time.
- Ensure they are in an appropriate place to do the lesson.
- Engage positively in digital learning and follow school behaviour guidelines.
- Use school platforms responsibly and seek help when needed.

### **Parents and Guardians**

Parents and guardians are encouraged to:

- Support their child's learning environment by ensuring access to devices and internet.
- Ensure learning takes place in communal areas in the house.
- Encourage engagement and communication with teachers when needed.
- Monitor well-being and online safety of their child.

## **IT**

IT staff are responsible for fixing issues with systems used to set and collect work, helping staff and 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 and assisting students and parents with accessing the internet or devices.

## **Designated Safeguarding Leads**

The Designated Safeguarding Leads (DSL) for the secondary and primaries are responsible for ensuring that remote learning is in line with the Safeguarding and Child Protection policy.

## **The Trust Board**

The Trust Board are responsible for monitoring the schools' approach to providing remote learning to ensure education remains as high quality as possible and ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## **3. Remote Learning**

### **Secondary**

The steps below are already in place at The Henry Box School. The Henry Box School will be proactive in ensuring that:

- Staff have Teams for each of their classes, including their tutor group.
- Students within classes have access to the relevant Microsoft Team.
- Staff are familiar with the main functions of Microsoft Teams.
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home.
- Parents and students are made aware in advance of the arrangements in place for the continuity of education.

The Henry Box School will ensure that staff are supported in the development of the above framework by:

- Allocating professional development time.
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have a suitable device at home and if not, supply them with a device during the closure period where possible.

Staff should ensure that they:

- Have received appropriate training.
- That their computer- based teaching resources are available outside of school (via Microsoft Office).
- Have access to key resources not available online at home e.g. key textbooks.
- Have access to a suitable device for home use and if this is not the case then staff should alert the Remote Learning Leads.

### **Primary**

At the Primary Schools lessons are placed on Tapestry for children in Early Years and Satchel One for children in Year 1 to Year 6. The Primary Schools will be proactive in ensuring that:

- All staff have access to their respective platform; tapestry or Satchel One.
- Staff will receive ongoing support to use the platforms effectively.
- Parents will receive ongoing support to use the platforms effectively.

- Parents and students are made aware in advance of the arrangements in place for the continuity of education.

Parents of any student in the Trust - if you have no suitable device at home, please contact [rgoddard@henrybox.oxon.sch.uk](mailto:rgoddard@henrybox.oxon.sch.uk) as we have some capacity to lend devices to students who qualify for Student Premium.

## **4. Continuity of Education in event of a full school closure**

### **Secondary**

The Henry Box School will make provision for remote contact with students on a daily basis as outlined below:

- On the first day of remote learning, work will be set on Satchel One whilst staff and students transition to Teams lessons where appropriate as set out below on day two.
- Students will have access to work which follows the normal curriculum as far as possible, and allows them to continue to make progress while at home.
- This work may take the form of a live Teams lesson for a full hour, a partial Teams lesson to explain and instruct, a pre-recorded Loom lesson, or work set via Satchel One.
- Homework will be kept to a minimum at Key Stage 3. This is in order to reduce screen time, and to acknowledge that remote learning can feel more tiring.
- At Key Stage 4 and 5, teachers will use their professional judgement regarding homework to ensure students are staying on top of the curriculum whilst not becoming overwhelmed with work.

In as far as is possible:

- The Henry Box School will, where appropriate, replicate the timetable that students follow through the course of a normal school day from day two of remote learning.
- Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Deputy Head if this is not possible.

Tutor support will take the form of one of the following:

- Tutors being available via Teams between 8:30am and 9:00am for students to check in, for assembly videos, for the current affairs quiz, for reading or for a Personal Development session.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- Online learning operates on a very different dynamic.
- Some subjects and activities do not lend themselves well to remote learning.

### **Primary**

Queen Emma's Primary School and Finstock Church of England Primary School will attempt to replicate the timetable that students follow through the course of a normal school day e.g., a writing lesson, a mathematics lesson, a reading lessons and a project lesson.

Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Headteacher if this is not possible.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- Online learning operates on a very different dynamic.
- Some subjects and activities do not lend themselves well to remote learning.

In the unlikely event of a closure lasting longer than a week, we will strive to ensure that any child we classify as vulnerable, including those with EHCPs or subject to Child Protection will be contacted weekly.

## **5. Remote Learning Practice and Recommendations**

### **Secondary**

- At the Henry Box School, Satchel One and Microsoft Teams will be the hubs for all Remote Learning interactions.
- Teams Meetings allow teachers to host video and audio calls and automatically invite members of their classes (students join by clicking the relevant meeting invite in the correct Class Team).
- Teachers should record the meeting for easy cloud access for students unable to attend.
- Staff will use microphone headsets where necessary to improve the quality of audio on the calls.
- We recommend that all students wear headsets during calls to improve their listening experience and also engagement with remote learning sessions.
- Screen sharing will allow teachers to broadcast their screens and open documents during the meeting calls for discussion and sharing with the class.
- We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone. In this event dropping the Teams meetings down to just audio might be necessary.
- Work set online will be set through Satchel One (some teachers may use Teams and where this is the case, the teacher will signpost students to Teams via Satchel One), and feedback will be given online once a week as a minimum. Parents will be contacted where there are concerns over engagement.

### **Information for parents**

Parents will find the following useful information:

- A copy of their child's timetable via Satchel One.
- Subject teachers can be contacted directly via Satchel One, Teams and email (addresses follow the format of [firstinitialsurname@henrybox.oxon.sch.uk](mailto:firstinitialsurname@henrybox.oxon.sch.uk))

### **Primary**

At the Primary Schools we will use Tapestry and Teams for all Remote Learning interactions.

We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone. In this event dropping the Teams meetings down to just audio might be necessary.

## **6. Safeguarding**

### **Secondary**

The protocols below address the safe use of Teams meetings involving on roll students at The Henry Box School with their teachers.

Breaches of the protocols will be investigated as the situation allows and dealt with through our Behaviour policy.

### **Acceptance of and agreement to the protocols**

Students and parents have already signed an ICT Acceptable Use Agreement. This continues to be the underlying agreement for continuing access to and use of IT at The Henry Box School.

***The student and parent have agreed to the protocols when the student signs in for their first session. There is no need to send email agreement back into school as an indication of agreement to the protocols***

Staff will:

1. Invite all students using their Henry Box School emails only
2. Ensure each invitation is password protected
3. Report any safeguarding issues to the Designated Safeguarding Leads in the usual way
4. Ask any unauthorised user to leave the session and terminate the session if the unauthorised user does not leave when asked to
5. Conduct the lesson in an appropriate space within the home
6. Deliver all lessons via Microsoft Teams
7. Will lead the session and will mute microphone throughout the session but will invite students to participate and unmute microphone as appropriate

Students will:

1. Only use their Henry Box School emails for connecting to Microsoft Teams and for any other Microsoft Teams related enquiries
2. Never share session details or passwords
3. Always use their given school names in sessions and not a nickname
4. Never make a personal recording of the session
5. Ensure they are in an appropriate place to do the session
6. Report any safeguarding issues to their teacher or parent immediately after the session
7. Conduct themselves in an audio session as they would in a face-to-face session at the Henry Box School e.g. observing Ready, Respectful, Safe
8. Follow instructions from staff at all times
9. Only use chat facilities when asked to do so by the host of the Teams session
10. Leave the session immediately if asked to

Parents will:

1. Ensure sessions take place in communal areas in the house
2. Ensure that interactions between household members which may be picked up during the session are appropriate
3. Ensure that their child understands the expectations indicated in the "Students will" section of this document
4. Recognise that every session is delivered securely via Microsoft Teams
5. Report any safeguarding concerns [to rgoddard@henrybox.oxon.sch.uk](mailto:to rgoddard@henrybox.oxon.sch.uk) for students attending The Henry Box School and the Headteacher for children attending the Primary Schools.

In the unlikely event of a closure lasting longer than a week, we will strive to ensure that any child we classify as vulnerable, including those with EHCPs or subject to Child Protection will be contacted weekly.

## **Primary**

The protocols below address the safe use of Teams meetings involving on roll students at Queen Emma's Primary and Finstock Church of England Primary schools with their teachers.

Breaches of the protocols will be investigated as the situation allows and dealt with through our Behaviour policy.

Guidelines for students and their families when using remote learning include:

- All remote interactions should take place via Tapestry, Teams or Learning with Parents.
- Students should follow the school's online safety guidelines.
- Parents should supervise children's use of online learning tools where appropriate.

## **7. Links with other policies**

- Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy
- ICT and internet acceptable use policy