



MacIntyre Academies Quest Academy

Home Learning Procedures

| Version | Changes | Responsibility / Date |
|---------|--|---|
| 5 | Update to current health climate. To support learners that cannot access the school environment. Adapted to current educational needs. Rewritten using model policy | Assistant Principal (SEN and Provision) 25/11/24 Updated by Deputy Principal (Dec 2024) |

Person Responsible: Assistant Principal
Type of Policy Non-statutory
Date of first draft: Sep 2020
Date of implementation: Sep 2020
Date reviewed: Nov 2025
Date of next review: Mar 2028

Contents

| | |
|-------------------------------------|---|
| 1. Aims | |
| 2. Use of remote learning | 3 |
| 3. Roles and responsibilities | 4 |
| 4. Who to contact | 8 |
| 5. Data protection..... | 8 |
| 6. Safeguarding..... | 9 |
| 7. Monitoring arrangements | 9 |
| 8. Links with other policies | 9 |

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for learners who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All learners should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Learners receiving remote education will be marked absent in line with the Learner Registration Regulations.

We will consider providing remote education to learners in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual learners, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing learners with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, learners, and if appropriate, a relevant medical professional. If the learner has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the learner back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the learner back into school at the earliest opportunity
- Set a time limit with an aim that the learner returns to in-person education with appropriate support

Remote education will not be used as a justification for sending learners home due to misbehaviour. This would count as a suspension, even if the learner is asked to access online education while suspended.

3. Roles and responsibilities

The following charts outline the key responsibilities for aspects of our Home Learning provision based on different scenarios we may encounter as a school or for learners that are unable to access

Key Terms;

Teaching and Learning lead- (TLL) – Staff member responsible for teaching and learning at Quest.

Extended Leadership Team (ELT) – Staff who are part of the Extended Leadership Team

SENCO – Special Educational Needs Coordinator

Form Tutor- Named staff member assigned to each class

Teacher- Any staff member who delivers a lesson/qualification

Subject Lead- A staff member who has overall responsibility for a subject area

3.1 Teachers

When providing remote learning, teachers must be available between designated working hours as stated within their contract of employment. This typically falls within the waking day.

If they're 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 absence procedure.

When providing remote learning, teachers should:

- Provide learners with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for learners with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that learners can access remotely

They are also responsible for:

Setting work for their tutor group and where, appropriate another tutor group, if so required.

The amount of work they need to provide:

- 4 hours a day for **KS2**
- 5 hours a day for **KS3** and **KS4**

Work should be set before 16:30 the day before and/or be available from 08:45am on the morning of, where appropriate.

Cover will either be accessible on the website via the **Home Learning Menu** section and/or this will be sent home via the class tutor. Parents/Carers will be communicated with by the class tutor to confirm this.

All work sent home will be quality assured by the TTL (Teaching and Learning Lead) as well as the appropriate member of ELT.

- This includes considering the needs of individual learners, such as those with SEND or other additional needs, and the level of independent study skills
- This also includes considering the needs of learners' families or carers, including how much adult involvement is needed in each activity and whether learners have a suitable place to study

Providing feedback on work:

How they will get access to completed work from learners:

Teachers will receive completed work via the school's chosen digital platform (e.g., Google Classroom, Microsoft Teams). For learners without digital access, completed work may be submitted as hard copies or photos sent via email.

How they are expected to share feedback with learners:

Teachers will provide feedback through written comments on the digital platform or via email. For younger learners or those with additional needs, feedback may also be shared through virtual one-on-one sessions.

When they need to finish sharing feedback on completed work:

Teachers must provide feedback within 48 hours of receiving completed work to ensure learners stay on track.

Keeping in touch with learners who aren't in school and their parents

Regular contact expectations:

Teachers will make weekly phone calls to parents/carers to discuss the learner's progress and address any concerns.

Answering emails:

Teachers should respond to emails during working hours. Emails received outside these hours can be addressed the next working day.

Handling complaints or concerns:

Teachers should escalate complaints or concerns to their line manager, particularly if these involve safeguarding. For safeguarding concerns, refer to the school's safeguarding policy.

Handling behaviours that concern:

Teachers should first communicate with parents/carers to understand the reason for non-completion and provide support or alternative resources as needed. Persistent issues should be referred to an appropriate member of the Extended Leadership Team (ELT) and/or SENCO.

Opportunities for regular interaction:

Teachers will provide opportunities for interaction through scheduled live lessons, group discussions, and peer collaboration activities on the school's digital platform.

Attending virtual meetings with staff, parents/carers and learners:

Dress code:

Teachers must wear professional attire suitable for school.

Location:

Teachers should join from a quiet, private space, free from background noise and distractions. Backgrounds should be neutral and free from inappropriate items.

Managing responsibilities while working in school:

Teachers who are in school will continue to support remote learning by streaming live lessons or coordinating with a colleague to ensure learners at home receive continuity in education, where appropriate, these can be pre-recorded.

3.2 Teaching assistants

When assisting with remote learning, Teaching Assistants must be available

Working hours:

Teaching Assistants must be available during normal school hours, unless otherwise specified.

Absence procedures:

If unable to work, TAs must report their absence using the school's normal absence reporting procedure.

When assisting with remote learning, teaching assistants are responsible for:**Supporting learners:**

TAs will work with specific learners identified by the SENCO, providing one-on-one virtual sessions, assistance with learning tasks, and emotional support as needed.

Attending virtual meetings with teachers, parents/carers and learners

Dress code: Professional attire suitable for school.

Location: Quiet, neutral setting with minimal background noise.

If TAs are working in school, support for remote learners will be coordinated with teachers to ensure continuity.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Reviewing and adapting the curriculum to accommodate remote learning.
- Ensuring consistency in work set by subject teachers.
- Monitoring the quality and effectiveness of remote learning through regular check-ins and reviews.

Providing and sharing resources, including online video lessons like Oak National Academy.

3.4 Senior leaders

Senior leaders should continue to use the school's digital platform (identified as/when appropriate) for remote education provision and make sure staff continue to be trained and are confident in its use.

SLT are responsible for:

- The Assistant Principal responsible for SEN and Provision in conjunction with The Deputy Principal for Quality of Education has overarching responsibility for the quality and delivery of remote education.
- Coordinating the remote learning approach across the school (**AP – SEN and Provision**)
- Monitoring effectiveness through regular meetings and feedback collection (**DP - Quality of Education**)
- Ensuring data protection and safeguarding compliance in remote learning (**AP – Behaviour/Attitudes and Safeguarding**)
- Training staff in accessibility features of the digital platform (**APs/DP**).
- Providing FSM learners with food parcels or vouchers (**School Business Manager**).

3.5 Designated safeguarding lead (DSL)

The DSL/DDSL will ensure safeguarding practices are upheld. Staff can refer to the Safeguarding Policy located [here](#).

3.6 IT staff

IT staff are responsible for:

- Fixing technical issues with platforms used for remote learning.
- Supporting staff and parents/carers with technical issues.
- Monitoring the security of the remote systems.

3.7 Learners and parents/carers

Staff can expect learners learning remotely to:

Learners:

- Be contactable during school hours.
- Complete work by deadlines.
- Seek help if needed and inform tutors/teachers of issues.

Parents/Carers:

- Support their child's routine and learning.
- Notify the school if their child cannot complete work.
- Engage respectfully with staff when raising concerns.

3.8 Local Advisory Board

The Local Advisory board is responsible for:

- Monitoring the school's remote learning approach for quality.
- Ensuring data protection and safeguarding measures are secure.

4. Who to contact

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

- **Issues in setting work:** Relevant subject lead, TTL and/or SENCO.
- **Behaviour concerns:** Tutor, AP for Behaviour/Attitudes and Safeguarding
- **IT issues:** IT support team.
- **Workload/wellbeing concerns:** Line manager.
- **Safeguarding:** DSL/DDSL - AP for Behaviour/Attitudes and Safeguarding

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Staff will access data via the secure school network or cloud platforms and must use school-provided devices.

5.2 Processing personal data

Staff will minimise sharing personal data and follow the school's privacy notice.

5.3 Keeping devices secure

- Use password protection and encryption.
- Avoid sharing devices with others.
- Keep software updated.

6. Safeguarding

The safeguarding policy can be found [here](#).

7. Monitoring arrangements

This policy will be reviewed yearly by the Assistant Principal responsible for SEN and Provision and approved by LAB.

8. Links with other policies

This policy is linked to our:

- [Behaviour Support policy](#)
- [Safeguarding Policy](#)
- [Data protection policy](#)
- [MAT acceptable use policy of ICT Policy](#)