The Dales School
North Yorkshire

# School Attendance Policy (including remote learning)

Person responsible: Ann Marie Ellis
Adopted and reviewed by the Governing Body: October 26
Review Date: October 27

**Policy Scope and Accountability**

- Staff, governors, parents/carers and the wider school community should have regard to this policy.
- Accountability for administrating, implementing and reviewing this policy rests with the Headteacher.
- Accountability for following this policy rests with all staff as detailed.

**Introduction**

At The Dales School we aim to provide an inclusive education for all children and young people. This can only be achieved if pupils attend school regularly. We take a whole school approach to attendance. Without regular attendance we cannot provide the opportunities for pupils to access new skills and knowledge or have regular opportunities for practice and repetition to embed these skills. We support the notion of **'Attend to Attain'**.

**Key Changes in Government Guidance**

Recent changes in government guidance emphasise stricter measures for tracking and addressing absenteeism, collaboration with external agencies, and revised procedures for handling extended absences. These updates are integrated into the new school attendance policy as follows:

- Stricter Absence Monitoring: Schools are required to act on absenteeism quicker and in a more coordinated manner.
- Parental Accountability: Increased focus on parental responsibilities in ensuring student attendance.
- Collaboration with External Agencies: More direct collaboration between schools, local authorities, and external agencies, such as social services, to address chronic absenteeism.

Following the updated guidance, any student falling below the 90% attendance threshold without valid reason will be considered a persistent absentee. These cases will be included in regular attendance meetings with the relevant Local Authority, and agreed actions will be taken, including fines, where appropriate. New government guidelines also stipulate that schools must now track and address chronic lateness, with similar interventions to those used for absence. This will be undertaken on an individualised basis, and in partnership with other agencies as relevant to the individual pupil.

**Purpose**

The purpose of this policy is to inform parents and other of:

- The law regarding pupil attendance and the requirements placed upon schools
- The school procedures for the reporting of absence and clarification of authorised and unauthorised absences
- To ensure that we inform everyone of the links between attendance concerns, child protection, safeguarding and PREVENT duties
- To identify actions that the school will take to promote positive attendance and punctuality to **'attend and attain'** and ensure that pupils are not missing from education.

**Policy**

At The Dales School, we have regard to the statutory requirements and local and national guidance on attendance. This supports learners in achieving their potential and provides a good foundation for future education and potential sustained employment and other vocational outcomes appropriate to individual need. It also ensures pupils are kept safe. We have a continuing responsibility to proactively manage and improve attendance for everyone in our school.

The law states that parents of registered pupils of compulsory school age are under a legal duty to send their children to school regularly, and risk prosecution if they fail in this duty. It is required by law that schools keep accurate registers of pupils' attendance. The Department for Education also requires schools to publish attendance figures. These must be split into authorised and unauthorised absences (see definitions).

Headteachers cannot grant any leave of absence to pupils during term time without "exceptional circumstances". Should a parent/carer believe they have an "exceptional circumstance request" for time off in term time, they must request a holiday / leave form from school and complete it prior to taking their child / young person out of school.

Where the time off school is deemed unauthorised absence, parents may be fined or prosecuted by the relevant Local Authority. The decision to prosecute or seek a fine rests solely with the Headteacher, and the Local Authority administers the process.

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**Definitions**
**Authorised absences** include those agreed by the school with parents beforehand, or where a telephone call or a letter of explanation has been received on return to school. By law, only the school can approve absence where there is an explanation or that is otherwise justified. This includes absence for medical / dental appointments which cannot be rearranged to take place outside of school hours.

Where a pupil is absent due to sickness and is genuinely unable to attend school, them the school, after being informed by the parent/carer, may authorise a child or young person's absence.

In law, only the Headteacher can authorise a pupil's absence. They may require additional evidence such as a letter from your GP or other medical proof if your child or young person's attendance is already a concern.

**Unauthorised absences** are those for which there has been no explanation or which the school regards as unjustified. This includes holidays / leave taken when the headteacher has not authorised the request for leave.

- The law states that parent/carer(s) must ensure that their child or young person regularly attends the school where they are registered. Should they fail to attend school regularly legal action may be taken against parent/carer(s).
- Parents can be issued a **Fixed Penalty Notice** by the relevant local authority for their child's non-attendance under Section 444 of the Education Act 1996.
- **Penalty Amounts:**
    - The fine is **£60 - £80 per parent, per child** if paid within 21 days.
    - If unpaid after 21 days, it increases to **£120** and must be paid within 28 days.
    - Failure to pay may result in prosecution, leading to a fine of up to **£2,500**, a community order, or even imprisonment (up to 3 months).
- **Recent Updates (2024-2025):**
    - Each parent can only receive **up to 2 fines for the same child within a 3-year period**.
    - The second fine within this period will be **£160**.
- Each local authority should publish a 'Code of Conduct' for Fixed Penalty Notices. The school's headteacher decides if they wish to fine unauthorised absences from school by issuing a Fixed Penalty Notice. The headteacher then requests by a referral to the relevant local authority to issue a Fixed Penalty Notice on his or her behalf.
    - This fixed penalty notice will be considered should a parent/carer:

- fail to ensure that their child / young person attends school regularly
- allow their child / young person to take leave of absence in term time without the school's authorisation. This includes any holiday request that is declined or not known about in advance by the Headteacher.
- fail to return their child / young person to school on an agreed date after an authorised leave of absence
- permit their child / young person to persistently arrive late to school after the register is closed. Registers are kept open until 9.30am. Children / young people arriving in school after this time will receive a late mark. Any pupil arriving in school later than 10am without a good reason will receive an unauthorised absence mark.

**Roles and Responsibilities**
**The Dales School will:**

- build and maintain strong relationships with families, listen to and understand barriers to attendance and work with families and other agencies to remove them and make reasonable adjustments
- take into account individual needs of pupils and their families who have specific barriers to attendance
- keep an accurate register of attendance and report on attendance as required
- contact families if the school has not received a reason for a child / young person's absence, this is usually on the first day of their absence where no reason has been given. It is the school's duty to ensure each child / young person is safe. If a member of school staff is unable to ~~make~~ contact ~~with~~ a family they will inform the Headteacher.
- monitor all attendance and may ask parents/carers of pupils with persistent absence to attend an attendance hearing in school. If the school cannot ~~make~~ contact ~~with~~ a parent/carer, a home visit may be undertaken. Where appropriate this may be in partnership with other professionals.
- endeavour, where there is an agreed long-term absence, to keep in contact with families and work with them to support transition back into school or onto their next setting, thus supporting the school's responsibility of ensuring pupils are not missing from education.
- contact the appropriate safeguarding partners if a pupils' attendance / absence is a cause for concern

The Headteacher will:

- monitor attendance and identify those who need support with attendance
- review all absence in term time requests
- decide whether to authorise an absence
- ensure that absence codes are entered on the school register (appendix 1)
- notify the relevant Local Authority Attendance and Enforcement Team when a pupil's unauthorised absence is a cause for concern and may require fixed penalty notice
- consider next steps in contacting other agencies (e.g. Social worker, LA or Designated Officer for the relevant Local Authority) where a pupil has failed to turn up to school and when the school has been unable to ~~make~~ contact ~~with~~ the family
- maintain close liaison and uphold reporting responsibilities with the relevant Local Authority via the School Improvement Service.

**The admin team will:**
provide the headteacher with accurate and up to date data for the purpose of identification of attendance patterns, concerns and analysis, and to inform next steps

**Parents and carers will:**
For absence

- be responsible to inform school of the reason for a child / young person's absence as soon as possible. This is expected to be on the first day of absence. A written note, a note in the home/school diary, a telephone call or a message via the Parents App is acceptable. Parents/carers are requested not to send messages via the home/school transport provider.
- not take their child / young person out of school unless there is an exceptional circumstance. All avoidable appointments that can be taken in school holidays should be organised for these times.

For lateness

- inform school if they know that their child / young person will arrive at school late in known circumstances, e.g. hospital appointment
- ensure that their child / young person is ready to come to school on time
- report to the office when their child / young person arrives late to school. It is essential for school staff to know who is present in the building for the purpose of emergency evacuation.

The majority of pupils are transported to The Dales School by the School Transport Service provided by the relevant Local Authority. It is the responsibility of parents/carers to ensure that their chid / young person is ready when their transport arrives to collect them. If the child / young person is not ready, parents should make their own arrangements to bring them to school or the absence may be classed as unauthorised. In these circumstances parents/carers must also ensure that suitable arrangements are in place to transport their child / young person home at the end of the day.

**Risks associated with low school attendance**

Whilst the needs of pupils at The Dales School requires that care and supervision will implicitly reduce the risk of our children and young people accessing unsafe influences, it is still vital that we remain alert to the 'It could happen here' approach, and on that basis it is important that we recognise the link between low school attendance and safeguarding. Dependent upon the cognitive needs and abilities of each individual pupil this may link to any of the following:

- An increase in online activity which may not be safe
- The potential for radicalisation: When pupils are frequently absent from school, they may experience isolation from their peers and trusted adults. This isolation can increase susceptibility to online or community-based radicalisation efforts, as disengaged youths may seek belonging or validation elsewhere, potentially in unhealthy or extremist environments.
- Lack of safeguarding opportunities: schools play a critical role in safeguarding children and young people by providing routine observation of pupil behaviour, mental health and engagement. Regular attendance allows school staff to identify early signs of distress or vulnerability. Absenteeism diminishes these safeguarding opportunities, leaving schools less able to identify potential risks of harm.

**Monitoring and Intervention Process**

The school will maintain an approach which allows for individualised consideration around how attendance expectations are monitored and upheld. This approach will uphold the new duty upon schools to ensure early identification and intervention for those pupils whose attendance could and should be better.

The Headteacher and other school staff will work collaboratively with other agencies and sensitively with families to ensure that barriers to attendance are managed appropriately.

**Working together to improve attendance**

To achieve this, we encourage all partners to work together to:

- **Expect -** Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritizing attendance improvement across the school.
- **Monitor -** Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.
- **Listen and Understand -** When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.
- **Facilitate Support -** Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.
- **Formalise Support -** Where absence persists and voluntary support is not working or not being engaged with, we will work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalizing support through a parenting contract or education supervision order.
- **Enforce -** Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.
- **Assessment, Recording and Reporting -** All attendance information is recorded electronically. This information is shared with the LA and used to monitor pupil attendance.

**Poor attendance or unauthorised absence or persistent lateness can result in parents**

- being contacted by telephone to discuss their child / young person's attendance;
- receiving a letter from the headteacher outlining the concerns about their child/young person's attendance and offering support to improve this;
- being asked to attend a meeting at school to review their child/young person's attendance;
- and or being fined;
- having action taken against them for educational neglect.

The school has regular attendance and safeguarding meetings with other professionals where attendance information is reported. Attendance Information is also reported as part of an EHCP review and at the end of year in End of Year reports where the following year's target is also recorded. Governors will receive regular updates regarding whole school attendance.

**Part time attendance**

Sometimes it may be necessary to consider a part-time timetable for a pupil. This may be due to:

- Supporting their transition into school or
- Health or behavioural needs

Where this is implemented, it will be reviewed on a termly basis. Part time attendance may be described as a pupil being on a part-time timetable or flexi-schooling (where a parent or carer may decide to use some EHE for some of the school Week) – this would be with the school's agreement.

**Admissions/Leaver – Changing Schools**

It is important that if a family decides to send their child to a different school or give Elective Home Education (EHE) that they inform both the relevant Local Authority and the school as soon as possible in writing.

The school is aware of their responsibility in ensuring that no child is missing from education, ie. those who are of a compulsory school age but are either not registered at a school or else not receiving suitable education in a place of a school setting. The school manages this by keeping a pupil on roll until the following has been received:

- Instruction from the relevant local authority that EHE has been authorised.
- Or formal notification received from the relevant local authority of the name of the new school/education setting and the date of transfer.

A pupil's school records will then be sent to the new school or EHE and reporting procedures will be followed as appropriate.

If the school has not been informed of the above information and/or the admissions process to a new school does not proceed adequately, a referral will be made to the relevant Local Authority.

New admissions will be added to the school roll once agreed with the local authority/authorities and Parents. If a pupil doesn't turn up the school will:

- Follow the usual process for managing pupil absence; we will try to contact the parent / carer to find out why the child/young person isn't at school
- If we do not manage to contact the parent / carer we may contact other agencies who may be involved. This may be a social worker or other professionals, depending on the individual circumstances
- We will notify the relevant Local Authority if we are unable to establish a proportionate reason for the absence. This will be the SEND team in the first instance.

**Local Authority Duty and Support**

Each local authority has a duty of care to ensure that pupils attend school. The Dales School has a designated point of contact with North Yorkshire Council via the School Improvement Team. The Senior Education Adviser who works in partnership with the school has undertaken this role since September 2024.

Regular attendance is essential for academic achievement and social development. This updated policy, aligned with new government guidance, reflects the school's commitment to improving attendance by setting clear expectations, offering support, and holding parents and students accountable. The collaboration between the school, parents, and local authorities will ensure that students have every opportunity to succeed.

The Governing Body thank parents in anticipation of their co-operation in adhering to these procedures.

Links:
Working together to improve school attendance (applies from 19 August 2024)
The School Attendance (Pupil Registration) (England) Regulations 2024 (legislation.gov.uk)

School Attendance | CYPSinfo

**2026 updates:**

**The 2026 updates clarify the use of existing attendance codes, provide guidance on illness and exceptional leave, and reinforce statutory recording requirements for schools.**

**Attendance Codes Clarifications**

**1. England – Attendance Codes for 2026/2027**

**Based on DfE statutory guidance (July 2026) and the School Attendance (Pupil Registration) (England) Regulations 2024.**

| **Attendance Codes - The School Attendance (Pupil Registration) (England) Regulations 2024** | |
|---|---|
| The session is a morning session and the pupil is present at the school when the attendance register begins to be taken. | / |
| The session is an afternoon session and the pupil is present at the school when the attendance register begins to be taken. | \ |
| The pupil is absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended. | L |
| The pupil is attending a place, other than the school or another school at which they are a registered pupil, for educational provision arranged by a local authority under section 19(1) of the 1996 Act(**1**) or section 42(2) or 61(1) of the 2014 Act. | K |
| The pupil is attending a place, other than the school or another school at which they are a registered pupil, for an educational visit or trip arranged by or on behalf of the proprietor and supervised by a member of school staff. | V |
| The pupil is attending a place for an approved educational activity within paragraph (11) that is a sporting activity. | P |
| The pupil is attending a place for an approved educational activity within paragraph (11) that is work experience provided under arrangements made by a local authority or the proprietor as part of the pupil's education. | W |
| The pupil is attending a place for any other approved educational activity within paragraph (11). | B |
| The pupil is absent with leave for the purpose of participating in a regulated performance or undertaking regulated employment abroad. | C1 |
| The pupil is absent with leave for the purpose of attending a medical or dental appointment. | M |
| The pupil is absent with leave for the purpose of attending an interview for employment or for admission to another educational institution. | J1 |
| The pupil is absent with leave for the purpose of studying for a public examination. | S |
| The pupil is not of compulsory school age and is absent with leave because their timetable does not require them to attend. | X |
| The pupil is of compulsory school age and is absent with leave because, in accordance with an agreement between a parent who they normally live with and the proprietor that the pupil should temporarily be educated on a part-time basis, their timetable does not require them to attend. | C2 |
| The pupil is absent with leave for the purpose of attending another school at which they are a registered pupil. | D |
| The pupil is absent with leave for any other purpose. | C |
| The pupil is a mobile child, their parent is travelling in the course of their trade or business and the pupil is travelling with that parent. | T |
| The day is exclusively set apart for religious observance by the religious body to which a parent of the pupil belongs. | R |
| The pupil is unable to attend because of sickness. | I |
| The pupil is unable to attend because of a lack of access arrangements for them within paragraph (12) or (13). | Q |
| The pupil is unable to attend because the school is not within walking distance of the pupil's home and the transport to and from school that is normally provided for the pupil by the proprietor or a local authority is not available. | Y1 |
| The pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency. | Y2 |
| Part of the school premises is unavoidably out of use and the pupil is one of those who the proprietor thinks cannot practicably be accommodated in those parts of the premises that remain in use. | Y3 |
| The pupil is unable to attend because they are in criminal justice detention within paragraph (14). | Y5 |
| The pupil's travel to or attendance at the school would be—<br>(a)contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care or any body or authority exercising equivalent functions in relation to Scotland, Wales or Northern Ireland; or<br>(b)prohibited by any enactment relating to the incidence or transmission of infection or disease or any instrument made under such an enactment. | Y6 |
| The pupil is excluded from the school for any other reason. | E |
| The pupil is unable to attend because of any other unavoidable cause | Y7 |
| The pupil is absent without leave for the purpose of a holiday. | G |
| The circumstances of the pupil's absence have not yet been established. | N |
| None of the other rows of this table applies, or this code is required to be used by paragraphs (7) and (9)(b). | O |

**Key Updates in 2026**

The Department for Education (DfE) guidance for 2026 emphasises **clarity and consistency in attendance recording**. Schools, academy trusts, governing bodies, and local authorities must follow statutory guidance to maintain high attendance levels and safeguard pupils service.gov.uk. Key points include:

- **Register Timing**: Schools are expected to take the register at the same time for all pupils, ensuring accurate recording of attendance
- **Illness and Medical Absence**: Guidance clarifies when medical evidence may be required and reinforces that remote education should only be used as a last resort, as part of a reintegration plan
- **Exceptional Leave**: Leave of absence for exceptional circumstances must be considered individually; blanket policies granting automatic leave are not permitted
- **Young Carers and Key Cohorts**: Schools are expected to identify and monitor attendance for specific groups, including young carers, to ensure targeted support

**Implementation and Monitoring**
Schools are required to **keep electronic attendance registers** to improve accuracy, facilitate information sharing, and strengthen safeguarding. Attendance data should be monitored using DfE tools like the **'Monitor your school attendance' dashboard**, which allows comparison with local and national attendance levels. Schools should follow up promptly on unexpected or unexplained absences and ensure all absence codes are applied correctly for reporting purposes.

**Summary**
The 2026 attendance code updates do not introduce new codes but **clarify existing codes, reinforce statutory requirements, and provide guidance on managing illness, exceptional leave, and off-site educational activities**. Schools must ensure consistent application of codes, accurate electronic registers, and targeted monitoring for key pupil groups to comply with DfE regulations and support pupil welfare.

**Appendix**
Correspondence sent to parents regarding leave during term time:

**Attendance**
Government guidance now requires that pupils must not be allowed to take holidays during term time. This is in recognition of the importance of pupils attending school every day that they are well enough to do so. For this reason, in my duty as headteacher I will not approve holiday requests. I appreciate that for some of our pupils and families, going on holiday during term time is the only means by which they can achieve a safe and successful holiday. The guidance however, does not permit me to support this by authorising their absence from school. Unauthorised absence during school time may result in parents/carers receiving a fine.
For further information, please refer to the national guidance: School attendance and absence: Overview - GOV.UK

# Appendix 1: The Dales School Pupil Remote Learning Policy

**Statement of intent**
At The Dales School we understand the need to continually deliver high quality personalised education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the appropriate individualised and holistic learning resources and packages and support they need to be safe, healthy & well and to develop and succeed.

Remote education is only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

This information is intended to provide clarity and transparency to pupils and parents / carers about what to expect from remote education and may be applied in event of pandemic, issues within school (such as loss of utilities) or a part of a personalised learning package.

This policy aims to:
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to appropriate and personalised high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parents / carers, and pupil 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 pupils have the provision they need where possible to complete their learning to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

**Roles and responsibilities**
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 Headteacher is responsible for:
- Ensuring that staff, parents / carers and pupils adhere to the relevant policies and responsibilities at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning to ensure that pupils are accessing remote learning safely.
- 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 a regular basis and communicating any changes to staff, parents / carers, and pupils.

- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Oversee school planning and assessment termly scrutiny, with regular review of the remote learning arrangements to ensure pupils' education is of a good and consistent standard.
- Communicating with parents / carers and pupils to ensure that they understand what is required of them whilst learning remotely.
- Having due regard for the health and well-being of pupils, parents / carers and staff during remote learning periods.
- Prioritise the distribution of available ICT equipment to pupils and staff

The Designated Safeguarding Lead (Headteacher and Deputy Headteacher) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the support staff team to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online and that parents / carers are informed of steps that they can take to restrict such access when their children are accessing online remote learning on home devices.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place and monitor that this support or intervention is carried out
- Liaising with relevant partners and stakeholders e.g. Disabled Children's Team, virtual school, health team to ensure vulnerable pupils receive the support required during the period of remote working
- Ensuring all safeguarding incidents are adequately recorded and reported in line with the school's safeguarding policy.

The School Business Manager is responsible for:

- Within the constraints of the budget, arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.

Class leads are responsible for:

- Ensuring that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with Education Health Care Plans continue to have their needs met while learning remotely, and liaising with relevant school staff and other organisations to make any alternate arrangements for pupils with Educational Healthcare plans and Individual Health Plans
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Schools will ensure that the pupil is able to continue working towards the objectives within the EHCP

- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period & adapted accordingly
- Where possible and in liaison with family and other professionals supporting the child/young person and family offer a continued school placement, recognising this is the preferred route to meet EHCP need.
- To report any concerns to LMT

The support staff team are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- That available technology is distributed as directed by the LMT to pupils and staff.
- That loan agreements are completed before equipment is issued
- A register of equipment loaned is maintained

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Leadership and Management Team and asking for guidance as appropriate.
- 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 (provided by the school) and software.
- Reporting any dangers or potential dangers, they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the ICT team.
- Adhering to the Staff Code of Conduct at all times.
- Providing high quality remote learning for the pupils for which they are responsible for.

Parents / carers are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is supported and ready to engage with suggested learning activities and resources to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material when the learning environment and time is right to support learning.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Engaging with school regularly [at least weekly] throughout any periods of remote learning.
- Reporting any technical or resourcing issues to the school, either by telephone or by using the Contact form on the school website
- Adhering to the Home/School Agreement at all times.

Pupils with support and guidance can endeavour to be responsible for, where applicable and commensurate with the pupil's learning need:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available and ready to learn remotely to the best of their ability.
- 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 suggested learning they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Reporting any safeguarding concerns they have to a responsible adult.

**Resources**

Learning materials

For the purpose of providing remote learning, the school may make use of:

- 'Tapestry' platform to upload memos, timetables, learning activities, sensory resources e.g. stories, rhymes, songs.
- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, BBC materials)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home - adapted or revised e.g. symbolised
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- Accreditation activities for DofE or ASDAN. Assessment activities to support personalised learning outcomes e.g. MAPP.

Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources if appropriate in supporting teaching strategies for individualised learning approaches.

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

Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical; the school will ensure pupils can catch up on these areas of the curriculum when they return to school.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, rebound therapy and swimming for gross motor skills and PE, off site vocational programmes.

Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff: C4C, email, welfare log or CPOMS

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. iPad, laptops.

Pupils and parents / carers will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work in line with section 7 of this policy e.g. MAPP PLIs and CSD, engagement model, ASDAN via observations from home.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via Tapestry, email or phone call and conducted via Microsoft Teams where possible.

The ICT team are not responsible for providing technical support for equipment that is not owned by the school.

**Engagement, assessment and feedback**

All learning set remotely must:

- Be individualised for the pupil to meet their differentiated needs in all curriculum areas including MAPP PLIs.
- Follow the school based curriculum and medium term planning for that half term including MAPP PLIs.
- Support the current accreditation units of work for that term for ASDAN (sixth form pupils only)
- Be motivating and adapted for the home environment to support learning opportunities.
- To support the development of engagement in learning and skills to support learning.
- Tapestry is the main platform for sharing learning activities, information, resources and timetables.
- Tapestry is audited weekly to support school QA processes and the accessing of families in the learning activities set
- Tapestry and other remote learning resourcing is scrutinised termly as part of the school's planning and assessment processes.

The school expects pupils, families and staff to maintain and support a good routine of engagement and learning and work ethic and a high quality of work during the period of remote learning.

Teaching staff will monitor the holistic 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.

**Online safety**

Below are some key aspects to consider when delivering virtual lessons, especially where webcams are involved:

- Parent/carers in immediate vicinity for any 1:1 sessions
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, preferably not in bedrooms; and the background should be blurred.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.
- Ensure they can be seen on the camera at all times.
- 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 suggested during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school and appropriate to individual need.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection where possible to avoid disruption to lessons.
- Always remain aware that they are visible.

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 communicate to parents/carers via letter or telephone call 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.

**Safeguarding**

This section of the policy will be linked in conjunction with the school's Safeguarding and Child Protection Policy
The DSL and Headteacher will further identify EHCP 'vulnerable' pupils (pupils who are deemed vulnerable or are at risk of harm) in liaison with social care and health teams via risk assessment prior to the period of remote learning.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required. Where the DSL has identified a child to be on the edge of social care support [e.g. early help], they should ensure that a robust communication plan is in place for that family, child or young person.

Details of ongoing records of contact will be kept by the class teacher e.g. weekly welfare calls minimum or increased if additional support/concern noted.

The welfare log can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The Dales School and the DSLs will work closely with all stakeholders to maximise the effectiveness of any home/school liaison.

The DSL will meet (in person or remotely) with the relevant members of staff 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.

Health & Safety:

- Ensuring that the relevant health and safety risk assessments, and the monitoring of these, are carried out within the agreed timeframes, in collaboration with the Headteacher and governing body.
- Being proactive in identifying potential risks caused by remote learning and putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning
- Working with DSLs in supporting those pupils identified as being at risk are provided with necessary information and instruction, as required.
- Supporting DSLs in the managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents
- If using electronic devices during remote learning, pupils will be supported and encouraged to take regular screen breaks according to need

Data Protection:

- Ensuring that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection and are suitable to meet needs of the pupils
- Ensuring all staff, parents / carers, and pupils are aware of the data protection principles outlined in the GDPR by alerting them to the policy on the school website.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Ensuring that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- Ensuring any data breaches are reported appropriately.
- 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.
- Staff must store/access sensitive data using the schools Office 365/apps (such as Tapestry)
- All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- Pupils 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 Protection Policy.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour for Learning Policy or the Disciplinary Policy and Procedure.

**School day**

Pupils will carry out remote learning across their day with the support of their family.
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 complete remote learning until they are well enough to do so.
Pupils will engage in personalised learning appropriate to their cognitive, sensory, physical, health and communication needs. A timetable of suggested daily learning will be shared with families/pupils e.g. 2 sessions am and 1 session pm, ongoing play opportunities. Families to adapt and use these times for learning to support key opportunities for engagement and development across the day.

**Costs and expenses**

The school cannot contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
The school cannot reimburse any costs for travel between pupils' homes and the school premises.
The school cannot reimburse any costs for childcare.
If a pupil is provided with school-owned equipment, the pupil and their parent / carer will sign and adhere to the school's Online Safety/Acceptable Use Agreement prior to commencing remote learning.

**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, SMS, Tapestry and the school website about remote learning arrangements as soon as possible.
- The Headteacher will communicate with staff as soon as possible via email/TEAMS 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 pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only recommended during school hours.
- Members of staff will have regular contact with their line manager.
- Parents / carers and pupils will inform the relevant member of staff as soon as possible if learning activities cannot be completed.
- Issues with remote learning or data protection will be communicated to the school as soon as possible so they can investigate and resolve the issue.
- The pupils' teacher will keep parents / carers and pupils informed of any changes to the remote learning arrangements or the activities set.
- The Headteacher will regularly review the effectiveness of communication and ensure measures are put in place to address gaps or weaknesses in communication.