

## **REMOTE LEARNING POLICY 2026**

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

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils 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 pupils, 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 pupils 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, pupils, and if appropriate, a relevant medical professional. If the pupil 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 pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

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

A student's first day of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

*What should my child expect from immediate remote education in the first day or two of pupils being sent home?*

All students will be able to access work via Arbor in line with their timetable. Using this platform, they will be able to submit their work and receive feedback in various forms from their class teacher.

*Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?*

- We teach the same curriculum remotely as we do in school wherever possible and appropriate.
- All students will be taught a planned and well-sequenced curriculum so that their knowledge and skills are built incrementally and so that they can progress through the school's curriculum.
- However, we have needed to make some adaptations in some subjects, for example conducting practical experiments in science or technology. Some departments may make the decision to teach a topic that is more suited to remote learning and readjust the sequence of the planned curriculum, ensuring curriculum coverage is maintained

*How will my child be taught remotely?*

We use a combination of the following approaches to teach pupils remotely as we aim to create a balanced approach between live lessons, narrated powerpoints and independent work.

Some lessons will contain a live element via Microsoft Teams.

Teachers will use Arbor to complement the delivery of the curriculum, providing resources, narrated PowerPoints and feedback to students.

## 3. Roles and responsibilities

### 3.1 Teachers

When providing remote learning, teachers must be available between 8.45 – 3.15 on their usual contracted days of employment.

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 pupils 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 pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Setting work:
  - For timetabled classes
  - To cover the lessons missed during the period of remote learning 45-60 min per session
  - This work needs to be set by 8.45 a.m. each day
  - This work should be uploaded to Arbor or Teams
  - Work set as agreed with the Director of Learning for each subject
  - Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects as agreed with Directors of Learning
  - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
  - This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Providing feedback on work:
  - Work requiring feedback should be submitted via Teams
  - Feedback will be shared via Teams
- Keeping in touch with pupils who aren't in school and their parents
  - For extended periods of remote learning email contact will be established
  - Teaching staff will not be expected to respond to emails outside their working hours
  - Any concerns or complaints will be handled in line with our complaints procedure
  - Failure to complete work should be managed with the support of the Director of Learning or Head of Key Stage
- Attending virtual meetings with staff, parents/carers and pupils:
  - Appropriate business dress is expected
  - Online meetings should be conducted with blurred backgrounds free of background noise

## 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available 8.45 – 3.15 on usual contracted days of work.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
  - Supporting students for whom they are keyworker and as directed by the SENCO
  - Support may include telephone and teams contact
- Attending virtual meetings with teachers, parents/carers and pupils – cover details such as:
  - Appropriate business dress is expected
  - Online meetings should be conducted with blurred backgrounds free of background noise

### 3.3 Directors of Learning

- Alongside their teaching responsibilities, Directors of Learning are responsible for:
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

### 3.4 Senior leaders

Assistant Headteacher, Curriculum and Teaching has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school – led by Assistant Headteacher, Curriculum and Teaching
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education via email
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

### 3.5 Designated safeguarding lead (DSL)

The DSL is responsible for ensuring safeguarding measures outlined in the CP policy addendum for periods of school close are followed.

### 3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers 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 (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

### **3.7 Pupils and parents/carers**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need to
- Be respectful when making any complaints or concerns known to staff

### **3.8 Local Governing board**

The local governing board is responsible for:

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

## **4. Who to contact**

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

- Issues in setting work – talk to the relevant Director of Learning
- Issues with behaviour – talk to the relevant Head of Key Stage
- Issues with IT – contact the school's Office Manager
- Issues with their own workload or wellbeing – talk to your own line manager
- Concerns about data protection – talk to the data protection officer (Office Manager)
- Concerns about safeguarding – talk to the DSL

## **5. Data protection**

### **5.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will access data via the cloud based school information management system using a device approved for school use.

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school website.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

### 5.3 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 8 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 locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 6. Safeguarding

The school will follow the CP Policy addendum in periods of school closure.

## 7. Monitoring arrangements

This policy will be reviewed on a regular basis by the Headteacher. At every review, it will be approved by local governing board.

## 8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and school closure addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

|                            |                       |                          |
|----------------------------|-----------------------|--------------------------|
| <b>Approved by:</b>        | Local Governing Board | <b>Date:</b> 6 July 2026 |
| <b>Next review due by:</b> | July 2027             |                          |