



Remote learning policy

Policy title	Remote Learning
Document lead	Mr D Street
Adopted by headteacher	September 2025
Review date	September 2026

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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.

3. Roles and responsibilities

3.1 Whole school closure

Teachers

When providing remote learning, teachers must be available between 08:35 and 15:25.

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 are responsible for:

- Setting work:
 - Teachers will set work on Arbor (using the same process as setting homework) to provide all of the necessary materials for the lesson and clear instructions for what must be submitted at the end of the lesson. This should be done by 8am each morning with the due date set for the day of the lesson.
 - In extended periods of school closure, there may be 'live' lessons on Microsoft Teams at the time that they would normally occur for students if they were in school.
 - All lessons will have a planned outcome that can be checked. Any open-ended tasks to be submitted should be supported by clear success criteria so that students are able to complete to a high standard.
 - Teachers will set a range of tasks but lessons will be planned in order to provide sufficient time for students to complete all of the required work in the lesson time. There is to be no additional homework set.
- When delivering a live, an online lesson:
 - Teachers should dress in an appropriately professional manner at all times.
 - Care should be taken to ensure that there is nothing personal or inappropriate in the background and/or the background is obscured.
 - Teachers should check that any tabs open in their browser would be appropriate for children to see before sharing their screen.
 - Lessons should start with a reminder to students of the rules for online working and an explanation of the learning intentions/outcomes.

- Teachers will use a range of delivery methods but typically this will involve: expert explanation of lesson slides/resources, regular questions for students to respond to via the audio/text functions in order to get students thinking and identify misconceptions, independent tasks with clear success criteria and as much immediate feedback on work as possible.
- Lessons will finish 5 minutes before the stated finish time to lessons to allow time for students to save/upload their work and for teachers to send their register to the attendance officer.
- Professional language should be used at all times.

➤ Providing feedback on work:

- Pupils will upload work at the end of each lesson to Arbor. All work must be acknowledged as submitted (completed to an acceptable standard in line with the success criteria) or not submitted within a timeframe of 48 hours to one week following the lesson.
- Teachers **will not** provide written feedback on every piece of work submitted but as a minimum, the comments feature on Arbor assignments should be used to leave a comment on the quality of work produced for every 3 – 4 hours worth of lessons.
- All key assessment pieces will be carried out as normal to match each subject's assessment calendar (around every 12- 15 hours of teaching) and will be uploaded by students to Arbor in the usual way. This work will be marked in line with the school's assessment policy, leaving feedback against the success criteria and uploaded back to Arbor for students to access.

➤ Keeping in touch with pupils who aren't in school and their parents:

- The primary mode of communication between teachers and pupils/parents is Arbor, as this will provide regular updates on work completion and feedback in each subject.
- The majority of questions from pupils will be able to be responded in the live lessons either verbally or through the Teams messaging feature. Where pupils or parents make email contact they should be responded to within 24 hours but we do not expect teachers to have to communicate outside of the school's typical opening hours (08:35 to 17:00)
- Any complaints or concerns shared by parents and pupils should be responded to in an appropriately professional manner by the recipient of the concern in the first instance, or directed to the relevant teacher/leader where there are specific issues raised that may require more specialist knowledge. For any safeguarding concerns that emerge, see the relevant section below.

Teaching assistants

When assisting with remote learning, teaching assistants must be available to work at the times in their normal contracted hours.

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:

- Teaching assistants will make regular contact with vulnerable and/or SEND students to offer support via email, phone and/or Teams.
- The SENDCo will assign specific students to each teaching assistant and direct teaching assistants on the frequency and nature of the support required.

➤ Attending virtual meetings with teachers, parents and pupils:

- Teaching assistants should dress in an appropriately professional manner at all times.

- Care should be taken to ensure that there is nothing personal or inappropriate in the background and/or the background is obscured.
- Teaching assistants would not be expected to attend any meetings outside of normal working hours.

Faculty leaders

Alongside their teaching responsibilities, faculty leaders 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.
- Ensuring that appropriate assessment tasks are set in line with the school's assessment policy.
- Ensuring that all teachers input the assessment marks into Arbor on time.
- Monitoring the quality of work produced in these assessment pieces and working with teachers to address any emerging issues as a result of this.
- Alerting teachers to resources they can use to teach their subject remotely.

Senior leaders

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 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 (Deputy Headteacher).
- Monitoring the effectiveness of remote learning by looking at work set through Arbor, Teams drop-ins, teachers' checking of work and feedback, assessment marks, feedback from pupils and parents (Deputy Headteacher).
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (Director of Business and Finance).

Designated safeguarding lead

The DSL is responsible for:

- Ensuring that all staff are appropriately briefed on the requirement to only communicate with pupils through school channels and the appropriate safeguarding steps to follow when using these channels.
- Co-ordinating regular contact with vulnerable pupils and their families.

IT staff

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.
- › Assisting pupils and parents with accessing the internet or devices.

Pupils and parents

Staff can expect pupils learning remotely to:

- › Attend all online lessons through Microsoft Teams in line with their normal school timetable.
- › Access Arbor before the lesson to download and open any resources that will be required. Have school books ready in case the teacher refers to them or asks students to make notes.
- › Make sure that their camera and microphone are turned off when asked at the start of each lesson.
- › Use the 'hands-up' facility at any time, but wait for the teacher to ask for them to un-mute the microphone before speaking.
- › Use the meeting chat function only to ask questions **to** the teacher, or answer questions **from** the teacher once the lesson starts.
- › Complete all work set by teachers during the lesson and upload to Arbor, ideally on the same day but always within 48 hours of the lesson.
- › Contact teachers by email to ask them to check again if they submit work late.
- › Alert teachers in the lesson, or by email subsequently, if they require further help in order to complete the work.
- › If they are unable to access a lesson 'live' for any reason, to access the work through Arbor and submit their completed work within 48 hours.

Staff can expect parents 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.
- › Monitor Arbor regularly to check that their child is completing the work set.
- › Seek help from the school if they need it.
- › Be respectful when making any complaints or concerns known to staff.

Governing board

The governing board is responsible for:

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

3.2 Partial school closure

In the event of the school being closed to one or more whole year groups, all of the roles and responsibilities outlined in section 2.1 for a whole school closure will come into place **for this year group only** until such time as these students are permitted to return to school.

For all other year groups, lessons carry on as normal within school.

3.3 Individual student absence(s)

All pupils are required to attend school in line with our attendance policy, and it is our expectation that if pupils are well enough to complete work then they are well enough to attend school. However, under the rare circumstances outlined in Section 2, the following will apply.

Teachers

Teachers will:

- Set work through Arbor or by emailing the pupil directly. This may take the form of:
 - slides and supporting resources from the lesson that is being taught to the rest of the class, provided this is clear enough to enable students to submit all tasks successfully at the end of the lesson;
 - directing students to a lesson or series of lessons on the Oak National Academy website where the subject matter requires more complex explanation (in which case, teachers may email this to pupils directly rather than use Arbor) or EdClass;
 - links to high-quality curriculum resources or videos, and structured tasks to complete relating to these.
- Check the work in line with the school's assessment policy and communicate with parents if there appear to be issues with engagement or further support required.
- If this period of absence coincides with a key assessment in the subject, set this assessment to students as normal and mark in line with the assessment policy, uploading feedback to students through Arbor.
- Respond to any email contact from pupils or parents within 24 hours, but we do not expect teachers to have to communicate outside of the school's typical opening hours (08:35 to 17:00)

On the first day of absence, work will be uploaded as soon as possible subject to teachers' availability. On all subsequent days, work should be available to students on Arbor by 8am each day.

Other staff

The responsibilities of named staff identified in section 2.1 remain as described. Staff with responsibility for safeguarding, pastoral support and SEND will carry out their duties as per a school closure where students who are isolating would be identified as vulnerable and/or SEND.

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 your faculty leader or line manager
- Issues with behaviour – Mrs L Farmer
- Issues with IT – Mr T Wood
- Issues with your own workload or wellbeing – talk to your line manager

- Concerns about data protection – Mrs S Underhill
- Concerns about safeguarding – Mrs J Mitchell

5. Data protection

5.1 Accessing personal data

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

- only access the data on a secure cloud service or a server in your IT network;
- only use a school laptop or other device provided by the school rather than their own personal devices;
- not store personal data on external hard drives or memory sticks.

5.2 Processing personal data

Staff members may need to collect and/or share personal data, such as school email addresses, as part of the remote learning system. No personal communication details should be shared and 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 in terms of handling data, which can be found here:

<https://www.bridgnorthendowed.co.uk/images/policies/T3ET-Data-Protection-Policy-2023.pdf>

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).
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Antivirus and anti-spyware software is already installed and must be enabled at all times.
- Keeping operating systems up to date – always install the latest updates.

6. Monitoring arrangements

This policy will be reviewed annually by Daniel Street, Deputy Headteacher, or more frequently if circumstances dictate that this is appropriate. At every review, it will be approved the headteacher.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy

- Data protection policy
- ICT and internet acceptable use policy
- Assessment policy