



Remote Learning Policy

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Agreed by	Governing Body
Date agreed	October 2025
Date to be reviewed	October 2026

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1. AIMS

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school.
- Minimise the disruption to students' education and the delivery of the curriculum.
- Define when this policy would be used
- Ensure provision is in place so that all students have access to high quality learning resources.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection and safeguarding.

2. RATIONALE

In the event of an extended school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence. Please note: a single snow day would not constitute an extended school closure.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent for example; a long-term physical injury such as a broken leg. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

3. ROLES AND RESPONSIBILITIES

3.1 TEACHERS

When providing remote learning, teachers must be available to teach the times of their normal lessons.

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. All absences should be reported to the Cover Manager by 8am. Where possible work should be set. If the member of staff is unable to set work, the HOD or their link manager will be responsible for ensuring that work is set.

When providing remote learning, teachers are responsible for:

- Setting work for all lessons using Microsoft Teams.
- Setting homework using Edulink.

All work must:

- Cover the time that would have been spent in the lesson plus any relevant homework.
- Detail clearly what is expected and how it will be delivered e.g. via Teams.
- State how work should be submitted by students. Be set by the start time of the lesson on the timetable. Note if it is to use a live delivery method, this must be via Teams.
- HODs should work with their teams to ensure consistency across all aspects of work being set to ensure all classes have as consistent experience as possible and that SOW are being followed. HODs are

responsible for setting the work if the teacher is ill or requiring an absence (this should be co-ordinated through the Cover Manager)

- Feedback should be given to students regularly in all year groups. Feedback should be given to each student at least weekly. Where appropriate this may be in the form of feedback to the whole class or groups in the class. It would not be expected that teachers provide feedback on all individual pieces of work, as would be the case in the classroom.
- Teachers should follow up on students who do not engage in learning either by submitting work or by joining in live lessons without contact. In the first instance this should be through Edulink, emailing the parent and student. If lack of contact continues the tutor should be kept informed in case there are wider issues across other subjects.
- Regularly check emails during working hours. There is no expectation for teachers to respond to emails outside of the hours defined above for teachers working hours, though some may choose to change their working pattern (timetable constraints allowing) due to the challenges faced by any closure situation.
- All communication should be through the school platforms e.g. email, Edulink or Teams and not from a personal email account. This also applies when contacting students that they should only be contacted through their school email address not a personal account.
- There might be occasions during a full closure that staff are not able to deliver live lessons online as they are at school supporting hub provision. In this case teachers will set work that can be completed at home without live teacher support.
- All teachers are required to attend virtual staff meetings and parent evenings as directed by the headteacher, governors or senior leadership team.
- If staff do not have reliable broadband at home, they will be provided with a space in school to work where possible.
- Follow the protocols for online video conferencing, including considering appropriate clothing and background setting.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness, for example.

3.2 FORM TUTORS

- During a full closure, or year group closure Form tutors should contact their form at least once a week. Where possible they should run a weekly form session on Teams.
- Where a single pupil is isolated for two or more weeks the tutor should make email/Edulink contact with the student to check their well-being.

3.3 HEADS OF YEAR (HOY)

During a full closure or year group closure Heads of Year should identify any students who will be in need of regular contact due to vulnerability or disadvantage. The HOY will then allocate these students to HOY, SLT and pastoral support team who will phone or email them weekly to check on wellbeing and how they are coping with the work.

3.4 SENCO

The SENDCO is responsible for the students on the SEND register during a partial or full closure. Where it is possible to offer additional support through the SEND team remotely this should continue. Where this is not practical, the SENDCO should deploy their resources as appropriate. Weekly contact with students on the SEND register should be maintained – Liaise with HOY to ensure there is not overlap.

3.5 HEADS OF DEPARTMENT

Alongside their teaching responsibilities, subject leads 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 appropriately.
- Monitoring the remote work set by teachers in their subject through regular communication with the team, Edulink and feedback.
- Setting work for members of their subject team who are absent or have been identified as unable to work through reports to the Cover Manager.

3.6 SENIOR LEADERS

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning, through communication with subject leaders, teachers, parents and students, use of Teams to sample tasks set and feedback given.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Regular review of the systems in place to support learning.
- Communication to all staff throughout any closure or partial closure.

3.7 PUPILS AND PARENTS

Staff can expect pupils learning remotely to:

- Check Teams each lesson for their class work. Homework will be set via Edulink.
- Complete work to the deadline set by teachers
- Take part in any live lessons as appropriate (these will be at the same time as timetabled lessons)
- Ensure that their behaviour follows the school expectations on line as well as in email, Edulink and other online forums as required.
- Seek help if they need it.
- Alert teachers if they're not able to complete work.
- Follow protocols for online learning, including the video conferencing protocols detailed in Appendix B, considering appropriate clothing and background setting.
- Use their school email, Edulink or other school platform such as teams to contact staff – they should not use a personal email account.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

3.8 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.

4. COMMUNICATION

EduLink and school email will be the main communication method during a closure or partial closure and should be used by all staff, students and parents. Where appropriate video conferencing (Teams) will be used for staff meetings, CPD and communication.

5. SAFEGUARDING

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between staff and students. Please note that in this policy there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.