

Remote education provision

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1 Introduction

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for students 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 students should attend school, in line with our Attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Students receiving remote education will be marked absent in line with the Student Registration Regulations or other relevant code.

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

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 students, 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 students 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 provision, parents/carers, students, and if appropriate, a relevant medical professional. If the student 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 student back into school
- Identify what other support can be put in place to help reintegrate the student back into school, at the earliest opportunity
- Set a time limit with an aim that the student returns to in-person education with appropriate support.

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

3 Roles and responsibilities

3.1 Principal

The principal has overarching responsibility for the quality and delivery of remote education.

They should continue to overcome barriers to digital access where possible for students 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 students on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether students 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 – member of the pastoral team.
- Monitoring the effectiveness of remote learning, reviewing engagement of the remote platform, or feedback from students and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Training staff on relevant accessibility features that your chosen digital platform has available
- Working with the catering team to ensure students eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.2 Teachers

When providing remote learning, teachers should:

- Liaise with pastoral leaders to provide students with access to remote education as applicable and soon as reasonably practicable
- Make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects (this includes considering the needs of individual students, such as those with SEND or other additional needs, and the level of independent study skills)
- When and how they share feedback on completed work
- Keeping in touch with students who aren't in school and their parents

3.3 Pastoral leads

When providing remote learning, pastoral leads should:

- Source and arrange relevant on-line learning for students on an individual basis.
- Provide students with access to remote education as soon as reasonably practicable.
- Liaise with the SEND team, to make reasonable adjustments for students with SEND
- Ensure students have a suitable place at home to study
- Keeping in touch with students who aren't in school and their parents

3.4 SENCO's

SENCO's are responsible for supporting students with an educational need and should:

- Make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely.

3.5 Performance leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Keeping in touch with students who aren't in school and their parents
- Monitoring students' attainment who are accessing online learning and share feedback on completed work.
- Liaise with parents when students do not engage

3.6 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Safeguarding students from potentially harmful and inappropriate online material.
- Understand that technology is a significant component in many safeguarding and wellbeing issues.
- Please refer to section 8 of the Child Protection and safeguarding policy: [Caroline Chisholm School - Policies](#)

3.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff, students 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)

3.8 Students and parents/carers

Parents/carers with children learning remotely should

- Engage with the school and support their child'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 it by contacting their tutor or designated support staff member

3.9 Academy trust

The trustee 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 Data protection

4.1 Processing personal data

Staff members may need to collect and/or share personal data such as such as, parent 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.

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.

4.2 Keeping devices secure

All users 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

5 Monitoring arrangements

This policy will be reviewed bi-annually by Porsha McTaggart, Assistant principal.

At every review, it will be approved by trustee board.

6 Links with other policies

This policy is linked to our:

- Behaviour policy
- Attendance policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy