



‘A caring Christian community where every child achieves a love of life and learning’

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

REMOTE LEARNING POLICY

Policy Lead Committee: Lydney Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

K. Davey, Chair of Committee

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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



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- 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

This policy outlines the school's remote learning policy for both individual pupils, classes and the whole school if needed. We've covered the people who will typically have a role in remote learning.

3.1 Teachers

When providing remote learning, teachers must be available between 8:45am and 3:15pm.

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:
 - Children will need to access remote learning in the following circumstances: They are isolating at home for any reason, school is closed due to unforeseen circumstances – snow, burst pipe etc.
 - Teachers are expected to provide work for the children in their class.
- In the event of a whole class/school closing the following work will be made available:
 - Daily Literacy and Maths tasks will be provided no later than 8:45am (These can be made available in advance e.g. the day before.
 - Foundation Subject learning activities will be updated weekly.



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- Work will be uploaded to pupils and parents via Seesaw. This will include a range of multimedia activities, including links to external websites such as The Oak Academy and YouTube. The school will also use other online platforms such as TT Rockstars.
- If there is a partial closure and some children are in school, Teachers will send links to those staff in school that are covering to ensure that the learning is the same for these children.
- In the event of an individual pupil needing to access remote learning, the following provision will be provided:
 - On the first day of absence, pupils will be signposted to age appropriate resources to support Maths and Literacy. These will be available in paper form if needed.
- Providing feedback on work:
 - Pupils will send work via Seesaw. They can take a photo of the work and upload it for feedback. They will complete the work and then send it back to the teacher.
 - When appropriate, teachers will comment and provide feedback via the app or via email.
- Keeping in touch with pupils who aren't in school and their parents:
 - If a pupil is unable to attend school, parents should use Studybugs or contact the school office in the usual way to report the absence. Admin staff will confirm the reason for non-attendance. If the child is ill, there is no expectation that any remote learning should take place.
 - Parents can make contact through Seesaw and the school email address admin@lydney.gloucs.sch.uk
 - Teachers will answer emails when they are not providing live lessons and during school hours.
 - Safeguarding concerns will continue to be logged on CPOMs. The DSL will have regular updates and contact with vulnerable families.
 - Class teacher will follow up with the families who are not completing the work.
- Attending virtual meetings/ delivering lessons:
 - Dress code: Staff will be dressed appropriately in work attire when filming or taking part in live lessons. Children will be expected to be dressed – not in pyjamas (in own clothes) when taking part in live lessons.
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background) If working from home, staff will ensure that background noise is kept to a minimum and that they are the only person visible on the screen. If children are taking part in online lessons then they are the only ones that should be visible on the screen.



3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their normal working 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
- Provide some feedback to pupils.

3.3 Subject Leads

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
- Work 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 meeting 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
- Offering support and advice to staff in line with subject knowledge and expertise.

3.4 SENDCo / Pastoral Support

The SENDCo will make regular contact (by phone or email) with all children who receive additional support for their SEND needs who are away from school for a period of longer than one week. This will be to offer additional support that the family may need in order for their child to access an appropriate curriculum.

Those children identified as vulnerable, and those who have additional support through programmes such as ELSA will continue to have regular contact with the school. These contacts will take place via telephone.



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3.5 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
- Monitoring the effectiveness of remote learning – Feedback from parents, staff and children.
- 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 –by email or signposting to the relevant section of the school website.
- 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

3.6 Designated Safeguarding Lead (DSL)

The DSL is Mrs Laura Bailey. Deputy DSL are Mrs Howells. The DSL and DDSL's will have regular contact with the families on CIN or CP and those that are considered vulnerable.



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3.7 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers this will be checked daily
- Seek help if they need it, from teachers or teaching assistants. They can do this by contacting the class teacher via See Saw
- Alert teachers if they're not able to complete work
- Act in accordance with expected behaviour 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 it.
- Be respectful when making any complaints or concerns known to staff

3.8 Local Academy Committee

The Local Academy Committee 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. 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 Subject Lead or SENDco
- Issues with behaviour: talk to the Headteacher
- Issues with IT: talk to the IT provider
- Issues with their own workload or wellbeing: talk to the Headteacher
- Concerns about data protection: talk to the Headteacher
- Concerns about safeguarding: contact the DSL/DDSL



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5. Data Protection

5.1 Accessing Personal Data

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

- Use the secure cloud device (SIMS/INSIGHT/CPOMs)
- Use the laptop provided by the school

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.

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 policy/privacy notice in terms of handling data.

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
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

This policy should be read in conjunction with the Severn Federation Academy Trust Child Protection & Safeguarding policy. This can be found at; www.sfat.uk/policies. The Department for Education's definition of 'vulnerable children' includes those who:

- Are assessed as being in need, including children:



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- With a child protection plan
- With a child in need plan
- Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children's social care services
 - Adopted
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation
 - Young carers
 - Considered vulnerable at the provider and LA's discretion

6.1 Reporting Concerns

All staff, students and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

6.2 Monitoring Attendance

Attendance will be monitored through the attendance register. Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by contacting parents and/or social worker if there is one.
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.



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6.3 Child-on-Child Abuse

We will follow the principles set out in Keeping Children Safe in Education when managing reports and supporting victims of child-on-child abuse. Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

6.4 Concerns About a Staff Member or Volunteer

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/students/volunteers working on site or remotely, following the procedures set out in the Allegations of Abuse against staff and low-level concern policy; www.sfat.uk/policies. We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS). We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency.

7. Monitoring Arrangements

This policy will be reviewed every two years by the Headteacher. At every review, it will be approved by the Local Academy Committee.

8. Links with Other Policies

This policy is linked to:

- Behaviour Policy
- Child Protection & Safeguarding Policy
- Data Protection Policy
- Employee Code of Conduct
- Online Safety Policy
- Allegations of Abuse Against Staff & Low-Level Concern Policy
- Children in Care Policy
- Attendance Policy
- SEND Policy
- Supporting Children with Medical Conditions who Cannot Attend School Policy

This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.