



Remote Learning Policy



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1. Aims

1.1. 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 Trust community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

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

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

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

2.4. This might include:

- Occasions when we decide that opening a 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

2.5. The Trust will consider providing pupils with remote education on a case-by-case basis.

2.6. 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

2.7. 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

Teachers

3.1. When providing remote learning, teachers must be available for the usual directed time published hours.

3.2. 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.

3.3. 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

3.4. They are also responsible for:

- Setting work as follows:
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
 - 5 hours a day for KS3 and KS4
- Setting work by 15:30 the day before and uploading this work into the pupil's folder on Student Hub
- Co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Making sure that work provided during periods of remote education is of high quality, meaningful and ambitious. School leaders must ensure work covers an appropriate range of subjects. Work must consider the needs of individual pupils, such as those with SEND or other additional needs, and the pupil's level of independent study skills.
- 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.
- Answer emails from parents and pupils within working hours.
- Finding a suitable location for lesson delivery, if lessons are delivered live online (e.g. avoid areas with background noise, nothing inappropriate in the background).
- Ensuring any complaints or concerns raised by parents and pupils are shared with the Head Teacher immediately. For any safeguarding concerns, refer to the section below.
- Implement behaviour expectations as detailed within the RT Positive Behaviour Change Policy.

Senior leaders

3.5. The Head Teacher has overarching responsibility for the quality and delivery of remote education.

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

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

- Distributing Trust-owned laptops accompanied by a user agreement
- 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
- Assisting pupils and parents/carers with accessing the internet or devices

3.8. They are also responsible for:

- Co-ordinating the remote learning approach across the Trust
- Considering whether any aspects of 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
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set or reaching out for feedback from pupils and parents/carers.
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons
- 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 Student Hub and Teams has available
- Providing information to parents/carers and pupils about remote education via email communication.
- Ensuring pupils eligible for free school meals (FSM) are provided with good quality lunch parcels or food vouchers

Designated safeguarding lead (DSL)

3.9. The DSL is responsible for:

- Ensuring child protection policies are known, understood, and used appropriately by staff.
- Working with the Trust Board to ensure that the Trust's child protection policies are reviewed annually and that the procedures are reviewed regularly.
- Acting as a source of support, advice, and expertise for all staff on child protection and safeguarding matters.
- Liaising with the Head Teacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and being aware of the requirement for children to have an Appropriate Adult in relevant circumstances.
- Acting as a point of contact with the safeguarding partners.
- Making and managing referrals to children's social care, the police, or other agencies.
- Keeping detailed, accurate, secure written records of concerns, discussions, and decisions made including the rationale for those decisions (including where referrals were or were not made).
- Taking part in strategy discussions, and inter-agency meetings.
- Liaising with the Trust CEO if allegations are made against staff or any other adult in a position of trust (refer to the Managing Allegations Against Adults Policy).
- Making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements.
- Transferring the child protection file to a child's new school or post-16 provider.
- Work with the Head Teacher to ensure that the relevant staffing ratios are met, where applicable.
- Work with the Head Teacher to ensure that each EYFS child is assigned a key person.

IT team

3.10. The IT team are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing who subsequently help parents/carers
- 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

Pupils and parents/carers

3.11. 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.

3.12. 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

CEO

3.13. The CEO is responsible for:

- Monitoring the Trust 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

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

- Issues in setting work – talk to the relevant Head Teacher
- Issues with behaviour – talk to the relevant Head Teacher
- Issues with IT – talk to the IT team
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- 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 explain:
 - How they can access the data,
 - Which devices they should use to access the data

5.2. Processing personal data

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

5.2.2. 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 Trust's policies and procedures.

5.3. Keeping devices secure

5.3.1. 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
- 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

6.1. Staff are responsible for safeguarding as per our Safeguarding and Child Protection Policy.

7. Links with other policies

- Positive Behaviour Change Policy
- Safeguarding and Child Protection Policy
- Data Protection Policy and Privacy Notices
- Raedwald Trust Staff Handbook
- Supporting Students with Medical Conditions Policy
- Special Educational Needs and Disability Policy
- Equality, Diversity and Inclusion Policy