Remote Education

Policy Template

ELT
Together We Can

Approved by	Headteacher	Date Approved	05 December 2025
Review Cycle	Every 3 Years	Date of Next Review	December 2028

Version	Author	Date	Changes
1.0	M Boddington		New

Contents

1. Aims

At Enlighten Learning Trust, we place a strong emphasis on inclusion and the delivery of high-quality education for every pupil, whether learning takes place in school or remotely. This remote learning policy for staff is designed to ensure a consistent approach for pupils who are not in school, clearly outline expectations for all members of the school community, and provide clear guidelines for data protection. Through this policy, we aim to support equitable access to learning and uphold our commitment to safeguarding and educational excellence in all settings.

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 Teachers

When providing remote learning whether from inside or outside of school, teachers must be available between 8:40-3:25.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this to their line manager, DHT and HT.

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 and share directly with students if unable to deliver lessons due to illness
- Record and act upon any behaviour/safeguarding concerns as per school policy
- Ensure students timetable is adhered to with the 5-period day, 1-hour lessons
- Ensure any behaviour issues are addressed using school protocol (contact parents, log on to EduLink, refer to Line Manager if necessary)
- Ensure lessons follow the timings of the school day
- Make sure that work provided during periods of remote education is of high quality, meaningful, ambitious and in line with relevant curriculum. This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- This also includes 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 after ensuring that students share work via Teams
- School protocol is followed when answering emails from parents/carers and students
- Ensure complaints are referred immediately to the Line Manager
- How you expect them to provide pupils with opportunities for regular interaction with teachers and peers during the school day
- Attending virtual meetings with staff, parents/carers and pupils – cover details such as

- Dress appropriately for delivering lessons, no revealing clothing or attire that can be deemed inappropriate
- Lessons should be taught from a quiet working area, not in public places where others can view or hear the computer/laptop. Screens should also be blurred so working environment remains private

3.2 Learning Support Assistants (LSA)

When assisting with remote learning, whether in or out of school, LSA's must be available from 8:40 am to 3:25 pm

If unable to work for any reason during this time, ensure that the relevant line manager, DHT and HT are informed.

When assisting with remote learning, LSA's will also;

- Make daily contact with their mentored EHCP students each morning
- Be first point of contact for parents and carers to support mentored EHCP students
- Liaise with teachers to ensure that relevant students with SEND have resources available

- Attend meetings/lessons where appropriate ensuring work dress code remains professional but comfortable

3.3 Heads of Department / Lead Teacher

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 an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject through regular meetings 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
- Checking the wellbeing of their team members daily, offering support or raising concerns where necessary with SLT

3.4 Senior leaders

The Deputy Headteacher has overarching responsibility for the quality and delivery of remote education. 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 are 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 daily, 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 Head Teacher
- Monitoring the effectiveness of remote learning through daily catch-ups with HODs/Lead Teachers
- 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 students about remote education via EduLink
- Ensure free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

Ensure home visits are carried out for students not engaging in lessons

[Priory School Safeguarding Policy](#)

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer (DPO)
- Assisting students and parents/carers with accessing the internet or devices

3.7 Students and parents/carers

- 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, learning support assistants or members of the Pastoral team
- Alert teachers if they are no able to complete work
- Act in accordance with normal behaviour rules/conduct/rules 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 their child's tutor aware via email if their child is sick or otherwise cannot complete work
  - Be respectful when making any complaints or concerns known to staff

3.8 Local Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Monitoring the school's approach to remote learning to ensure systems remain secure and fully compliant with data protection and safeguarding guidance

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 SENCo
- Issues with behaviour – talk to the relevant Head of Year or Line Manager
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their Line Manager
- Concerns about data protection – talk to HR
- Concerns about safeguarding – talk to the DSL/DDSL

5. Data protection

5.1 Accessing personal data

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

- Only use EduLink or CPOMS to record confidential information
- Use School Notepads which are provided

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or telephone numbers as part of the remote learning system. If this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found via the school website.

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)

- 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

- Installing antivirus and anti-spyware software

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

6. Safeguarding

All safeguarding concerns will be raised via the schools safeguarding policy and procedures which is available via the school website.

7. Monitoring arrangements

This policy will be reviewed every three years by the Headteacher. At every review, it will be approved by the Full Governing body.

8. Links with other policies

This policy is linked to our:

- Behaviour policy

- Safeguarding Policy

- Data protection policy and privacy notices

- ICT, Online safety and acceptable use policy

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