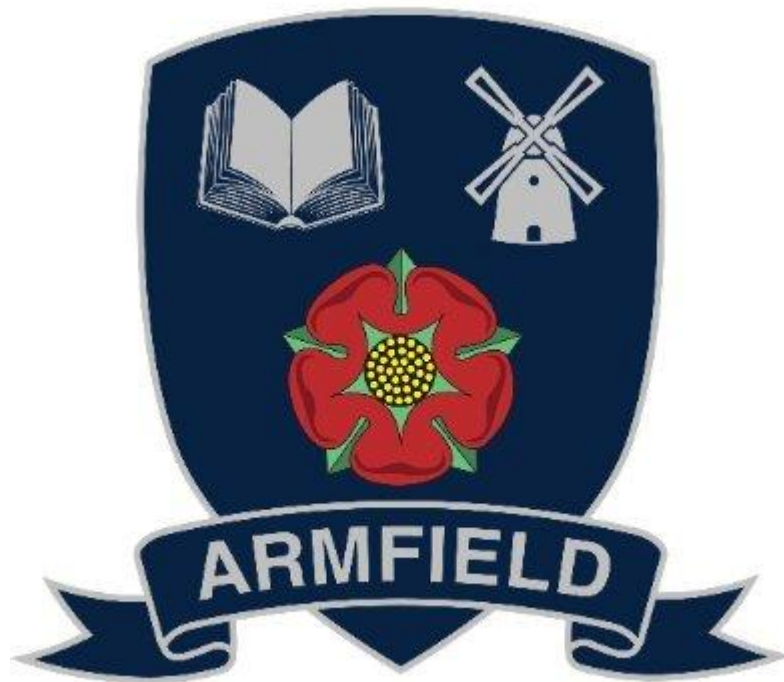


Remote Learning Policy

Armfield Academy



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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

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, teachers will only be available between normal working hours.

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.
- Set appropriate work in conjunction with normal curriculum delivery – inclusive of the following:
 - The work should be set for specific students, unless setting for an entire class(es) in light of a school closure.
 - The volume of work needed should be clear in accordance with good practice but span across the curriculum in the correct ratio of typical taught hours, for example:
 - 3 hours a day on average across the cohort for KS1 students, with less for younger children
 - 4 hours a day for KS2 students
 - 5 hours a day for KS3 or KS4 students
 - Clarity on when the work needs to be set (ie) by 9am each day
 - Clarity on where completed work should be sent (ie) in workbooks handed in at reception, via email or on a remote learning platform such as Google Classroom.
 - Communication with other teaching colleagues to ensure consistency of delivery and expectations and also to ensure pupils with limited access to devices can still complete the work that has been set
- Provide feedback on work, including a consideration of the following:
 - How they will share feedback with pupils
 - Clarity on when feedback is needed and within what timeframe
- Keeping in touch with pupils who aren't in school and their parents. This should consider:
 - How contact should be done (ie) email, text message, phone call or use of an electronic platform such as Google Classroom. This may be dependent on the individual student and parental preferences.
 - That contact will only take place during normal working hours.
 - How complaints or concerns shared by parents and pupils should be handled (ie) line managers should be used for support and normal safeguarding procedures should be followed in light of any safeguarding concerns with support from the DSL if necessary.
 - How to manage non-completion of work (ie) parental contact in the first instance and then support from their line manager (subject lead).
 - A signposted system for students to be able to ask questions during normal working hours (ie) email or Google Classroom.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants will only be available during normal work hours.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting teachers with helping specific students who aren't in school with remote learning
- Contacting students and parents to ensure help with learning can be provided and any barriers to learning can be acknowledged, understood and supported.

3.3 Curriculum / Subject leads (with SENCO support)

Alongside their teaching responsibilities, curriculum / subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning (ie) practical topics/subjects would need to adapt accordingly when be studied remotely.
- Working with teachers within their subject team 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 in 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 using department time to disseminate good practice.
- Alerting teachers to resources they can use to teach their subject remotely.
- Making decisions about the use of online video lessons such as Oak Academy.

3.4 Senior leaders (who line manage specific subject areas)

Alongside any teaching responsibilities, senior leaders should be aware of the current digital platforms being used across school and for the subject areas they line manage. They should also make sure staff continue to be trained and are confident in its use and allow adaptations for those students with limited access to electronic devices.

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

- Distributing school-owned laptops / chrome books (if available) accompanied by a user agreement / contract
- 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 whether pupils learning remotely are engaging in its use, and work with families to identify effective solutions where engagement is a concern.

They are also responsible for:

- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects.
- Considering the needs of individual pupils such as those with SEND or other additional needs as well as the needs of pupils' families or carers, including how much adult involvement is needed in each activity.
- Coordinating the remote learning approach across the school (this may be a specific role that is assigned to one member of SLT)
- Monitoring the effectiveness of remote learning systems with teacher and subject leader collaboration and by reviewing work set. It may also include student and parent voice on remote learning.
- Monitoring the security of remote learning systems, including data protection & safeguarding considerations.
- Ensuring staff remain trained and confident in the use of online digital education platforms that are being used across the school and in specific subject areas.
- Providing information to parents/carers and pupils about remote education via email and on the 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 in the case of school closure.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for ensuring all staff are trained and understand their statutory safeguarding responsibilities. This includes the relevant sections of Keeping Children Safe in Education (KCSIE) 2025 in relation to remote learning (this will be updated as and when newer versions become available).

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

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 pupils & parents/carers with accessing the internet or devices provided by school

3.7 Pupils 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 or teaching assistants
- Alert teachers if they are not able to complete work
- Act in accordance with normal behaviour rules of the school (and any specific online behaviour rules where applicable)

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 cannot complete work
- Seek help from the school if they need it – with electronic device / software login details for example
- Be respectful when making any complaints or concerns to staff

4. Who to contact

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

- Issues in setting work – contact the relevant subject lead or SENCO
- Issues with behaviour – contact the relevant phase lead or student mentor
- Issues with IT – contact IT support

- Issues with workload or wellbeing – discuss this openly with your line manager so that support can be put in place
- Concerns about safeguarding – contact the DSL (or use the normal reporting system: CPOMS)

5. Data protection

5.1 Accessing personal data

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

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you have been provided a device, such as a laptop, staff should use these rather than their own personal devices.

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, which can be found on the school website under its policy section.

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 (with the help of IT support) 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
- Keeping operating systems up to date – always install the latest updates

6. Links with other policies

This policy is linked to other school policies (<https://armfieldacademy.co.uk/information/policies>):

- Behaviour policy & Online Safeguarding Policy
- Safeguarding & Child Protection Policy
- Data Protection Policy & Privacy Notices