



**Blackpool Gateway
Academy
2024 -2025
Pupil Remote Learning
Policy**

Review Date: September 2025

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Resources](#)
4. [Online safety](#)
5. [Safeguarding](#)
6. [Data protection](#)
7. [Marking and feedback](#)
8. [Health and safety](#)
9. [Academy day and absence](#)
10. [Communication](#)
11. [Monitoring and review](#)

Appendix

- a. [Remote Learning During the Coronavirus \(COVID-19\) Pandemic](#)

Statement of intent

At Gateway Academy we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual student or many. We recognise the importance of maintaining high expectations in all areas of academy life and ensuring that all students have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to students' education and the delivery of the curriculum
- Ensure provision is in place so that all students have access to high quality learning resources
- Protect students from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and student data remains secure and is not lost or misused
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure all students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Signed by:



Headteacher

Date: 8th September 2023

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.1. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'Academy attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for academies'
- DfE (2018) 'Health and safety for academy children'
- DfE (2016) 'Children missing education'

1.2. This policy operates in conjunction with the following academy policies:

- **Child Protection and Safeguarding Policy**
- **Data Protection Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Nurture and Behaviour Policy**
- **Accessibility Policy**
- **Marking and Feedback Policy**
- **Curriculum Policy**
- **Assessment Policy**
- **Online Safety Policy**
- **Health and Safety Policy**
- **ICT Acceptable Use Policy**
- **Staff Code of Conduct**
- **Data and E-Security Breach Prevention and Management Plan**
- **Children Missing Education Policy**

2. Roles and responsibilities

2.1. The Academy Council is responsible for:

- Ensuring that the Academy has robust risk management procedures in place.
- Ensuring that the Academy has a business continuity plan in place, where required
- Evaluating the effectiveness of the Academy's remote learning arrangements.

2.2. The Headteacher is responsible for:

- Ensuring that staff, parents and students adhere to the relevant policies at all times
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning
- Overseeing that the Academy has the resources necessary to action the procedures in this policy
- Reviewing the effectiveness of this policy on a regular basis and communicating any changes to staff, parents, and students.
- Arranging any additional training staff may require supporting students during the period of remote learning as well as training for students
- Conducting regular basis of the remote learning arrangements to ensure students' education does not suffer.

2.3. The Academy's remote learning lead is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning
- Ensuring that students identified as being at risk are provided with necessary information and instruction, as required
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. The Academy is responsible for:

- Overseeing that all academy-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and students are aware of the data protection principles outlined in the GDPR

- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- Liaising with the IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect students online
- Identifying vulnerable students who may be at risk if they are learning remotely
- Ensuring that child protection plans are enforced while the student is learning remotely, and liaising with the Headteacher and other organisations to make alternate arrangements for students who are at a high risk, where required
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place
- Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working and ensuring all safeguarding incidents are adequately recorded and reported.

2.6. The SENCO is responsible for:

- Liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required
- Ensuring teaching assistants are used effectively to support remote learning
- Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for students with EHC plans and IHPs
- Identifying the level of support or intervention that is required while students with SEND learn remotely
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period

2.7. The Headteacher in conjunction with the finance lead is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for students to learn from home
- Ensuring value for money when arranging the procurement of equipment or technology, in conjunction with the Trust's IT lead

- Ensuring that the academy has adequate insurance to cover all remote working arrangements.

2.8. The IT technicians in association with the Trust's IT lead are responsible for:

- Ensuring that all academy-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

2.9. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Reporting any health and safety incidents to the health and safety lead and asking for guidance as appropriate
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher
- Reporting any defects on academy-owned equipment used for remote learning to an ICT technicians
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability
- Reporting any technical issues to the Academy and their teacher as soon as possible
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#)
- Ensuring their child uses the equipment and technology used for remote learning as intended
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access

- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set
- Ensuring they use any equipment and technology for remote learning as intended
- Adhering to the Nurture and Behaviour Policy at all times.

3. Resources

Learning materials

- 3.1. The Academy will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the academy may make use of:
 - Work booklets
 - Email
 - RWInc and other phonic resources
 - Google classroom
 - Current online learning portals-eg |Seneca, Hegarty Maths etc
 - Educational websites
 - Reading tasks
 - Live webinars
 - Pre-recorded video or audio lessons
- 3.2. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- 3.3. Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning.
- 3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support students with SEND, where this is available
- 3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.6. The academy will review the resources students have access to and adapt learning to account for all students needs by using a range of different formats,
- 3.7. Work packs will be made available for students who do not have access to a printer – these packs will made available to students weekly and will be available for remoe collection at school should a Buble close or in fact in individual self isolation for children and families occurs.
- 3.8. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period.

- 3.9. The SENCO will arrange additional support for students with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- 3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.11. Students will be required to use their own or family-owned equipment to access remote learning resources, unless the academy agrees to provide or loan equipment, e.g. laptops.
- 3.12. For students who cannot access digital devices at home, the academy will, where possible, apply for technology support through the Trust.
- 3.13. Students and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. They shall return equipment in good working order and take responsibility for and reasonable care while in their possession.
- 3.14. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.
- 3.15. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the academy.

Food provision

- 3.16. The academy will signpost parents via the usual methods of home/school communication towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.17. Where applicable, the academy may provide the following provision for students who receive FSM:
 - Making food hampers available for delivery or collection
 - Providing vouchers to families

Costs and expenses

- 3.18. The academy will not contribute to any household expenses incurred while students learn remotely, e.g. heating, lighting, or council tax.
- 3.19. The academy will not reimburse any costs for travel between students' homes and the academy premises.
- 3.20. The academy will not reimburse any costs for childcare.

- 3.21. If a student is provided with Academy-owned equipment, the student and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

- 4.1. Where possible, all interactions will be textual and public.
- 4.2. All staff and students using video communication must:
- Wear suitable clothing – this includes others in their household
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
 - Use appropriate language – this includes others in their household
 - Maintain the standard of behaviour expected in Academy
 - Use the necessary equipment and computer programs as intended
 - Not record, store, or distribute video material without permission
 - Ensure they have a stable connection to avoid disruption to lessons
 - Always remain aware that they are visible.
- 4.3. All staff and students using audio communication must:
- Use appropriate language – this includes others in their household
 - Maintain the standard of behaviour expected in academy
 - Use the necessary equipment and computer programs as intended
 - Not record, store, or distribute audio material without permission
 - Ensure they have a stable connection to avoid disruption to lessons
 - Always remain aware that they can be heard.
- 4.4. The Academy will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for students with SEND. This will be decided and approved by the Headteacher, in collaboration with the SENCO.
- 4.5. Students not using devices or software as intended will be disciplined in line with the Nurture and Behaviour Policy.
- 4.6. The Academy will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use
- 4.7. The Academy will ensure that all Academy-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required
- 4.8. The Academy will communicate to parents via the usual methods of home/school communication, about any precautionary measures that need to be put in place if

their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

- 4.9. During the period of remote learning, the Academy will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites
 - Direct parents to useful resources to help them keep their children safe online
- 4.10. The Academy will not be responsible for providing access to the internet off the academy premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the academy.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the Academy's **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The DSL and Headteacher will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning
- 5.3. The DSL will arrange for regular contact to be made with vulnerable students, prior to the period of remote learning
- 5.4. Phone calls made to vulnerable students will be made using Academy phones where possible and if not, staff must block their number being visible (e.g. 141).
- 5.5. The DSL will arrange for regular contact with vulnerable students once per week at minimum, with additional contact, including home visits, arranged where required.
- 5.6. The DSL will arrange to keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as required.
- 5.7. All home visits **must**:
- Fully comply with the necessary H&S guidance regarding social distancing etc.
 - Have at least one suitably trained individual present
 - Be undertaken by no fewer than two members of staff
 - Be suitably recorded on paper and the records stored so that the DSL has access to them

- Actively involve the student.
- 5.8. Vulnerable students will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.
 - 5.9. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable students learning remotely.
 - 5.10. All members of staff will report any safeguarding concerns to the DSL immediately.
 - 5.11. Students and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The academy will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the Academy's Data Protection Policy.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' and students' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6. All contact details will be stored in line with the Data Protection Policy
- 6.7. The Academy will not permit paper copies of contact details to be taken off the Academy premises.
 - 6.8. Students are not permitted to let their family members or friends use any Academy-owned equipment which contains personal data.
- 6.9 Any intentional breach of confidentiality will be dealt with in accordance with the academy's Disciplinary Policy and Procedure.

7. Marking and feedback

- 7.1. All schoolwork completed through remote learning must be

- Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff
 - Completed to the best of the student's ability
 - The student's own work
 - Marked in line with the Marking and Feedback Policy wherever possible.
 - Returned to the student, once marked, by an agreed date.
- 7.2. The Academy expects students and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Students are accountable for the completion of their own schoolwork with home assistance wherever possible – teaching staff will contact parents via Parent App, Class dojo or email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with their line manager as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as soon as possible.
- 7.6. The Academy accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

8. Health and safety

- 8.1. This section of the policy will be enacted in conjunction with the academy's Health and Safety Policy.
- 8.2. Teaching staff and ICT technicians will ensure students are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- 8.3. If using electronic devices during remote learning, students will be encouraged to take a suitable screen break every two hours.
- 8.4. Screen break frequency should be adjusted and increased for every hour for younger students or students with medical conditions who require more frequent screen breaks.

9. Academy day and absence

- 9.1. Students will be present for remote learning by 9:00am and cease their remote learning at 3:30pm wherever possible from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.
- 9.2. Breaks and lunchtimes will take place at the following times each day:
 - Morning break will take place at 10:30am until 10:45am.
 - Lunchtime will take place between 12:00pm and 12:45pm.
 - Afternoon break will take place at 2:00pm until 2:15pm.
- 9.3. Students are not expected to do schoolwork during the times outlined in paragraph 9.2.
- 9.4. Students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do school during their breaks.
- 9.5. Students who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.6. Parents will inform their child's teacher no later than 8:30am if their child is unwell.
- 9.7. The academy will monitor absence and lateness in line with the Attendance Policy.

10. Communication

- 10.1. The Academy will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The Academy will communicate with parents via Parent App, Class dojo, email, letter and the website about remote learning arrangements as soon as possible.
- 10.3. The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- 10.5. The Academy understands that students learning remotely have the right to privacy out-of-hours and should be able to separate their Academy and home lives.
- 10.6. Members of staff will have contact with their line manager where needed.
- 10.7. As much as possible, all communication with students and their parents will take place within the Academy hours outlined in [section 9](#).

- 10.8. Students and families will have verbal contact with a member of teaching staff at least once per week via group phone call.
- 10.9. Parents and students will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.10. Issues with remote learning or data protection will be communicated to the students' teacher as soon as possible so they can investigate and resolve the issue.
- 10.11. The students' teacher will keep parents and students informed of any changes to the remote learning arrangements or the schoolwork set.

11. Monitoring and review

- 11.1. This policy will be reviewed on a needs basis by the Headteacher, determined by the Academy's situation and changes in the local requirements for remote learning.
- 11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 11.3. The next scheduled review date for this policy is December 2020.

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the academy will implement provision for remote learning to ensure students never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: schools'
 - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
 - DfE (2020) 'Get laptops and tablets for children who cannot attend academy due to coronavirus (COVID-19)'
 - DfE (2020) 'How schools can plan for tier 2 local restrictions'
 - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
 - Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

2. Contingency planning

- 2.1 The academy will work closely with the LA to ensure the premises is COVID-secure, and will complete all necessary risk assessments – results of the opening risk assessment will be published on the academy's website.
- 2.2 The academy will work closely with the local health protection team when local restrictions apply and implement the provisions set within their contingency plan.
- 2.3 The academy will communicate its contingency plans for local restrictions with parents, including whether it will remain open to vulnerable students and children of critical workers, or if remote working will be applicable for all.
- 2.4 If local restrictions are **not** applied, but a single class or 'bubble' needs to self-isolate, the academy will immediately implement remote learning for that group.

The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the academy will continue to remain fully open to all, and these tiers will not apply.

3. Teaching and learning

- 3.1 All students will have access to high-quality education when remote working.
- 3.2 Teachers will ensure lessons are inclusive for all students and can be adapted to account for the needs of disadvantaged students and students with SEND.
- 3.3 When teaching students who are working remotely, teachers will:
 - Set assignments so that students have meaningful and ambitious work each day.
 - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
 - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
 - Plan a programme that is of equivalent length to the core teaching students would receive in Academy where possible, ideally including daily contact with teachers.
- 3.4 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.5 In exceptional circumstances, the Academy may reduce its curriculum offering to enable students to cope with the workload – the Headteacher will assess this need, keeping students' best interests in mind, and will not take the decision lightly.
- 3.6 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.7 The Academy will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.8 Under the scheme, the Academy can order laptops, tablets and 4G wireless routers to support the following groups of students if they do not have access to a digital device or the internet through other means:
 - Students in Years 3 to 11

- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
- Children in all year groups who are unable to access remote education whilst attending academy on a hospital site

3.9 Before distributing devices, the Academy will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help students and their families use the devices safely.

3.10 Once devices are ready for collection, the academy will either arrange for them to be collected by families from academy or delivered to students' homes, ensuring infection control measures are adhered to as part of this process.

4. Returning to Academy

- 4.1 The Headteacher will work with the Executive HT and the FCAT to ensure students only return to academy when it is safe for them to do so.
- 4.2 After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to academy.
- 4.3 The Headteacher will listen to all concerns that parents may have about their child returning to academy and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

- 5.1 This policy annex will be reviewed in line with any updates to government guidance.
- 5.2 All changes to the policy will be communicated to relevant members of the Academy community.