



ENDEAVOUR
ACADEMY

Remote Learning Policy

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Version History

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January 2021		1	
Sept 2023	JH	2	Review / Update
Aut 2023	CR	1	Personalised for Endeavour
Aut 2024	CR	2	Remove COVID -related framing in line with DfE 2024 remote Ed Guidance

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for our pupils.
- Set out clear expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Maintain the school's capability to deliver high-quality remote education when pupils are unable to attend school in person due to whole or partial school closures, medical reasons or exceptional circumstances. This provision does not apply during periods of industrial action, when remote learning will not be set.
- Ensure equitable access to remote education by identifying and removing barriers to learning, including providing appropriate digital access, differentiated materials, and additional support for pupils with SEND or other needs, so that all pupils can participate fully and successfully in remote learning.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.40am and 3.25 pm. 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 are responsible for:

Setting work

- Provide work for pupils who cannot attend school but are well enough to learn, including medical absences and exceptional circumstances (not routine short-term illness).
- Provide learning that aligns with the planned and well-sequenced curriculum pupils follow in school where appropriate.
- Release work in a timely manner so pupils can access learning throughout the day.
- Work with colleagues to ensure a consistent offer across the cohort.
- Provide offline alternatives (e.g., printed packs, textbooks) for pupils who cannot access digital learning.

Curriculum provision

- Offer a broad and balanced curriculum.
- Ensure continuity of curriculum delivery through clear explanations of new content and the use of high-quality online/offline resources, including reputable external sources such as Oak National Academy where appropriate.
- Choose between live, recorded, or independent learning approaches as appropriate.
- Adjust pace/difficulty and revisit content based on pupil understanding.
- Provide adapted resources for pupils with SEND, EAL, or additional needs to ensure equitable access.

Providing feedback

- Assess pupils' work and provide meaningful feedback.
- Use individual or group feedback approaches to manage workload.
- Make clear how pupils should submit completed work.

Keeping in touch

- Check pupil engagement at least weekly and notify parents where engagement is a concern.
- Keep in contact with pupils and families at least fortnightly, or more frequently for safeguarding or vulnerable pupils.

- Respond to parent communications within normal working hours.
- Report any safeguarding concerns immediately to the DSL.

Virtual meetings

- Follow the staff dress code during virtual meetings.
- Use appropriate backgrounds and avoid areas with noise or sensitive materials.
- Adhering to remote-learning safeguarding expectations, including using only school-approved platforms and never contacting pupils via personal devices.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available within their normal working hours. If they are unable to work during this time, they should report this using the normal absence procedure. When supporting remote learning, teaching assistants are responsible for:

Supporting pupils

- Supporting pupils who are learning from home under the direction of the class teacher or senior leadership team.
- Providing additional support for pupils with SEND, EAL, or other needs to ensure accessibility and equitable access to learning.
- Helping pupils engage with tasks set by the teacher, including guiding them through activities where appropriate.
- Assisting in preparing or delivering offline resources (e.g., printed packs) where digital access is limited.

Communication

- Keeping in touch with pupils and families where directed by the teacher or senior leader (within normal working hours).
- Reporting any safeguarding concerns immediately to the DSL in line with school and trust procedures.
- Informing the teacher of any issues with pupil engagement, wellbeing, or access.

Virtual meetings

- Follow the staff dress code during virtual meetings.
- Use appropriate backgrounds and avoid areas with noise or sensitive materials.
- Adhering to remote-learning safeguarding expectations, including using only school-approved platforms and never contacting pupils via personal devices.

Professional responsibilities

- Attending relevant training to support delivery of remote learning.
- Supporting teachers with resource preparation or technical issues where appropriate.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

Curriculum consistency

- Ensuring the remote learning provided in their subject aligns with the planned and well-sequenced curriculum, maintaining continuity with in-school learning where appropriate.
- Considering whether any adaptations are needed to ensure their subject can be delivered effectively in a remote format.

Supporting teachers

- Working with teachers delivering remote learning to ensure work set is appropriate, consistent, and manageable for pupils.
- Signposting teachers to high-quality resources and materials that support curriculum expectations, including sequenced online content where appropriate.

Monitoring provision

- Monitoring the remote work set in their subject through methods such as reviewing planning, sampling work, or meeting with teachers, to ensure pupils receive a coherent offer across the curriculum.

Ensuring accessibility

- Ensuring that remote learning in their subject includes appropriate adaptations for pupils with SEND, EAL, or additional needs, so that all pupils can access the curriculum.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating remote learning

- Overseeing and co-ordinating the school's remote learning approach to ensure it remains effective and aligned with DfE expectations for maintaining remote education capability.
- Ensuring staff understand their responsibilities and have access to appropriate guidance, training, and support.

Monitoring provision

- Monitoring the quality and effectiveness of remote learning through methods such as reviewing work set, sampling pupil engagement, and meeting with teachers and subject leads.
- Seeking feedback from pupils and parents to identify areas for improvement.
- Checking that remote learning supports the planned and sequenced curriculum and maintains continuity with in-school learning where appropriate.

Ensuring accessibility

- Reviewing whether pupils can access remote education and working with staff to remove barriers (e.g., device access, offline materials, SEND adaptations).
- Ensuring that remote provision remains equitable and suitable for pupils with SEND, EAL, or other additional needs.

Safeguarding and data protection

- Ensuring that all remote learning systems follow the trust's safeguarding policies and online-safety expectations.
- Monitoring the security of digital platforms and ensuring compliance with data protection requirements.

Website and communication

- Reviewing and updating information about the school's remote education provision on the website to ensure clarity, accuracy, and accessibility for families.
- Ensuring communication with families regarding remote learning expectations is clear and consistent.

2.5 Designated safeguarding lead

The DSL is responsible for following the safeguarding guidance detailed within the Enquire Learning trust Safeguarding Policy. They will:

- Follow the trust's Safeguarding Policy and ensure staff understand safeguarding expectations for remote education.
- Ensure all safeguarding concerns raised during remote learning are reported and managed in line with school procedures.
- Oversee the safe use of school-approved digital platforms, including staff conduct, online communication, and expectations for live sessions.
- Monitor that vulnerable pupils receive appropriate contact and support during periods of remote education.

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- Provide advice to staff on any online-safety issues or safeguarding risks arising from remote learning.

2.6 IT staff

IT Support are responsible for:

- Helping staff with any technical issues they are experiencing
- Helping to fix issues with systems used to set and collect work
- Helping the school where possible to advise and guide parents and pupils to get online and access systems used for remote learning

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day, while recognising they may not always be online.
- Complete work by the deadlines set by teachers.
- Seek help from teachers or teaching assistants when needed.
- Inform teachers if they are unable to complete assigned work.

Staff can expect parents with children learning remotely to:

- Support their child's engagement with the learning set by teachers.
- Inform the school if their child is unwell or cannot complete work.
- Contact the school for help if needed.
Communicate respectfully when raising any concerns.

2.8 Trustees

The governing board is responsible for:

- Monitoring the trust's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that the trust's systems are secure, for both data protection and safeguarding reasons

3. 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 class teacher
- Issues with behaviour – talk to the class teacher
- Issues with IT – talk to Intelatech
- Issues with their own workload or wellbeing – talk to their Key Stage Leader or Principal
- Concerns about data protection – talk to the Principal
- Concerns about safeguarding – talk to the DSL or Deputy DSL

4. Data protection

4.1 Accessing personal data

Data will be used in accordance with the Trust Privacy Notice.

4.2 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. However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

Staff should manage devices in line with the Enquire Learning trust Information Governance Policy to ensure that they remain secure.

5. Safeguarding

- Staff must follow the Enquire Learning Trust and Endeavour Academy Safeguarding Policy when delivering any remote learning.
- Live sessions should follow school safeguarding procedures, including using school-approved platforms and ensuring, where possible, that another adult is present or appropriate safeguards are in place.
- If recording is used, it should follow Trust guidance and be stored securely.
- Staff must ensure professional conduct online, including using appropriate backgrounds and avoiding sensitive or personal items being visible.

6. Provision of Remote Learning when teachers are absent

Wherever possible, pupils will receive remote learning from their class teacher. If the class teacher is fit to work, remote learning approaches will continue as normal. If the class teacher is unable to deliver remote learning, senior leaders will decide the most appropriate alternative:

- Another member of staff may continue provision, ensuring pupils receive the same planned learning offer as their cohort.
- If this is not possible, the school will use high-quality pre-planned materials, such as those from Oak National Academy, to ensure learning remains well-sequenced and aligned with curriculum expectations while limiting additional staff workload.

In all cases, the school will continue to acknowledge pupils' work and maintain contact with families in line with school procedures. Remote learning should reflect what has already been taught, ensuring continuity and enabling staff to track prior learning.

7. Monitoring arrangements

This policy will be reviewed in July 2026 by J Holbrook. At every review, it will be approved by the board of trustees.

The approved policy will then be personalised for Endeavour Academy by Carol Rhodes in the Autumn Term following review/renewal.