| Title and Description | Remote Learning Policy |
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| Date of last review | February 2026 |
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| Approved by | Local Governing Board |
| To be reviewed by | Local Governing Board |
| Responsibility | Deputy Headteacher |
| Review period | Annually |
| Date of next review | February 2027 |

**Below is an AI generated summary of the full policy, produced to help make this document more accessible. The summary has been checked for accuracy, but the full policy remains the only completely accurate version.**

When Remote Learning Is Used

Remote learning may be provided in the following situations:

- When an individual student is unable to attend school due to short-term illness or self-isolation but is well enough to learn
- When small groups or year groups are unable to attend school
- In the event of a partial or full school closure
- In exceptional circumstances agreed by the Senior Leadership Team

Remote learning is not normally provided for:

- Planned absences such as holidays
- Short-term absences where work is already accessible through normal classroom routines
- Situations where remote learning is not appropriate for safeguarding or wellbeing reasons

Remote learning does not replace statutory school attendance. Students learning remotely are recorded as absent in line with national guidance unless otherwise directed by the Department for Education.

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How Remote Learning Works

- Work and lesson instructions are shared through Class Charts
- Microsoft Teams is used for live lessons where appropriate
- Students are told clearly what work they need to complete and how to submit it
- Teachers will monitor engagement and follow up where work is not completed

Teachers will respond to reasonable queries from students or parents/carers during the school day.

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Expectations for Students Learning at Home

Students are expected to:

- Attend live lessons where scheduled
- Follow the same behaviour expectations as in school
- Keep their camera switched off and microphone muted unless directed otherwise
- Use online tools, including chat functions, appropriately
- Complete work to the best of their ability and submit it on time

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Safeguarding and Online Safety

Safeguarding remains a top priority during remote learning.

- The school's Child Protection and Safeguarding Policy applies to all online interactions
- Lessons are not recorded, and students must not record or share any part of a session
- Filtering and monitoring systems remain in place
- Any safeguarding or online safety concerns should be reported to the school immediately

Occasionally, online one-to-one meetings may be necessary (e.g. welfare checks or academic support). These follow strict safeguarding protocols.

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Support for Students with SEND or Additional Needs

We are committed to ensuring remote learning is accessible to all students.

- Reasonable adjustments will be made for students with SEND in line with the Equality Act 2010
- The school recognises that remote learning may not be suitable for all students
- Support is planned on a case-by-case basis in consultation with families

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Role of Parents and Carers

Parents and carers are asked to:

- Support their child in accessing remote learning safely and appropriately
- Ensure sessions are not recorded
- Minimise distractions during live lessons
- Inform the school if their child cannot attend a live lesson
- Contact the safeguarding team immediately if they have any concerns

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Monitoring and Review

The school regularly reviews the effectiveness of remote learning through feedback from students, staff and parents. The policy is reviewed annually by the Local Governing Board to ensure it remains up to date with national guidance.

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If you have any questions or concerns about remote learning, please contact the school in the usual way.

## 1. Aims

**Framwellgate School Durham: Ethos and Values Statement**

Like all good schools, we're driven by our values above all else. We define these as:

**Excellence** - Everyone in our community will know and experience success

**The most for those that need the most** - We will meet the needs of all our learners

**Known and valued** - Everyone here will be celebrated for who they are and what they do

**Collective endeavour** - We will achieve success together

**Joy** - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

This policy outlines the procedures, systems and opportunities for students should there be a need to move to remote learning (for individuals or whole cohorts). This policy has been reviewed in line with:

- **KCSIE (anticipated 2026 update trajectory)**
- **DfE Remote Education Guidance**
- **Equality Act 2010 (incl. SEND and disadvantaged pupils)**
- **UK GDPR & Data Protection Act 2018**
- **Keeping Children Safe in Education – online safety expectations**
- **Attendance, Behaviour, SEND, Safeguarding, and IT Acceptable Use policies**

If the school has to undergo enforced temporary closure due to government and/or public health guidelines we are required to ensure that students have access to the most effective remote learning opportunities we can provide. We are committed to ensuring remote learning is accessible to all students, including those with special educational needs and those with economic disadvantage by providing necessary adjustments and resources.

Remote learning includes, but is not exclusively, online learning and live teaching, but this policy will focus primarily on this aspect of our provision.

1.1 We will aim to:

Ensure consistency in our approach to remote learning for students who are not attending school.

Set out expectations for all members of the school community with regards to remote learning.

Ensure that all remote learning activities are conducted in compliance with the UK GDPR, ensuring the protection and confidentiality of personal data.

Ensure procedures and practices for students in self-isolation, who are otherwise fit and healthy, allow them to continue with their academic studies.

Ensure that procedures and practices for staff in self-isolation, who are otherwise fit and healthy, allow them to continue to teach, and set, mark and provide feedback to students on their work.

Take account of NSPCC guidance on online learning and the advice of teachers' professional associations.

DfE guidance is now very clear that:

Remote learning does not replace statutory attendance at school. Students who are accessing learning remotely will be recorded as absent in line with national attendance guidance, unless otherwise directed by the Department for Education.

1.2  When Remote Learning will be used

Remote learning will be provided in the following circumstances:

- Individual students who are unable to attend school due to short-term illness or self-isolation but who are well enough to learn.
- Small groups or year groups who are unable to attend school due to public health guidance.
- Enforced school closure or partial closure.
- Exceptional circumstances agreed by the Senior Leadership Team.

Remote learning will **not normally be provided** for:

- Short-term absence where work is already accessible through normal classroom provision
- Planned absences (e.g. holidays)
- Situations where remote learning is deemed inappropriate for safeguarding or wellbeing reasons.

## 2. Roles and responsibilities

2.1    Teachers will:

i.    Upload teaching materials and instructions for each lesson where a student is self-isolating onto Class Charts. They will ensure that students are aware of the work which should be completed, and the evidence students need to provide.

ii.    Teach parts or all of the lesson live when it is appropriate to do so. Microsoft Teams will be used for live lessons and students' cameras should be switched off for those joining from home.

iv.    Check that work set for students at home is being completed and take appropriate action (as they would normally) when it is not.

v.    Respond to reasonable queries through email from students working at home, or their parents/carers.

vi.    Remote learning will be provided during the school's calendared weeks for those students who are required to remain at home. It will not be provided during holidays, short absences or unauthorised absences.

vii.    For students with SEND, reasonable adjustments will be made in line with the Equality Act 2010. The school recognises that remote learning may not be appropriate for all students and decisions will be made on a case-by-case basis in consultation with families and relevant professionals.

2.2    The SENDCo & LSAs will:

i.    Keep in regular contact with parents/carers and/or students who receive one-to-one SEN support, during their usual lessons, to check how they are coping with remote learning and offer support.

2.3    The Pastoral team will:

i.    Check in regularly with students and their parents/carers to monitor both academic progress and general wellbeing.

2.4    Curriculum Leaders will:

i.    Consider whether any aspects of the curriculum need to change to accommodate remote learning. In part this will be determined by the number of students self-isolating (e.g. a small number or a whole year group).

ii.    Work with teachers who are teaching their subject remotely to ensure all work set is appropriate and consistent.

iii.    Monitor the remote work set by teachers to ensure that it is in line with departmental and school policies and guidelines. This can be monitored through Class Charts.

iv.    Speak to students and teachers with a view to understanding their experiences and making improvements in remote learning access.

2.5     Senior Leaders will:

i.     Co-ordinate the remote learning approach across the school (Helen Machin).

ii.     Monitor the effectiveness of remote learning, such as through regular meetings with teachers and Curriculum Leaders, reviewing work set or collecting feedback from students and parents/carers.

v.     Monitor the security of remote learning systems, including data protection and safeguarding considerations.

vi.     Ensure a Data Protection Impact Assessment (DPIA) is conducted for all remote learning platforms to ensure compliance with data protection laws.

vii.     Ensure systems are in place to ensure all students have remote access to MS Teams and Class Charts.

viii.     Ensure that an assessment of student accessibility needs is kept centrally so that in the event of moving to remote learning, we are able to ensure prompt provision and adjustments for those students requiring this.

2.6     Technical staff will:

i.     Ensure that hardware (cameras and speakers or laptops) allow students and teachers to learn or teach remotely.

ii.     Ensure MS Teams and Class Charts are adequately configured to meet the needs of students and teachers.

iii.     Review the security of online learning systems and report any data protection breaches to the Data Protection Officer.

2.7     Students and parents/carers should:

i.     Follow the protocols set out in the Remote Learning Behaviour Agreement (Appendix 1) which parents will also sign.

## 3. Links with other policies

3.1     This policy should be read in conjunction with the following school policies:

- Child protection and safeguarding policy
- Behaviour policy
- Data protection policy and privacy notices
- Online Safety Policy

## 4. Safeguarding

4.1     In the event of a school closure, students, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. Concerns or queries about this policy can be raised with the school. All interactions during remote learning adhere to our Child Protection and Safeguarding Policy, with specific considerations for online environments.

4.2     Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interactions in these lessons are between the

teacher and the invited members of the class. We will provide guidance and resources to help parents and students understand online safety and digital citizenship.

4.3     There will be occasions when, in the best interests of the student, it is necessary to hold 1:1 meetings with students on-line.  Examples of this might be: options interviews, catch-up sessions, or welfare checks.  When these take place we will adhere to our remote learning protocols (cameras off for example) and follow the school's Child Protection and Safeguarding policy, alerting the DSL to any concerns.

4.4     The school's filtering and monitoring systems remain in place during remote learning. Any safeguarding or online safety concerns arising from remote learning should be reported immediately to the Designated Safeguarding Lead in line with the Child Protection and Safeguarding Policy. It is important to note that our filtering and monitoring systems do not operate across children's own devices and we cannot be responsible for the internet use of students on their own devices when working remotely.

## 5. Monitoring

This policy will be reviewed each year in line with the annual cycle of policy reviews undertaken by the Local Governing Board and Senior Leadership Team to ensure that the policy is reviewed in response to changes in legislation or guidance from educational authorities. The impact of this policy will be linked to established processes of self-evaluation.

## Appendix 1 – Remote Learning Behaviour Agreement

Remote Learning and the use of Microsoft Teams will be an additional element of our teaching provision in the event of individual or larger groups of students isolating at home. To use this platform effectively and provide the very best experience for all students, we must ensure that all parties are protected and shown respect, and that those participating agree to the Remote Learning Behaviour Agreement. We have ensured that our procedures regarding remote learning and video technology are fully compliant with GDPR regulations and take account of guidance issued by the NSPCC and the professional teaching associations.

Students

When logging onto a lesson from home, we expect our students to:

- turn their web camera **off** and their microphone on to **mute**.
- **not record** the session or cause it to be recorded or take any screenshots.
- seek help from the teacher by using the "**hands up" button**.
- **report** any issues or concerns directly to a parent/carer/teacher/school.
- not have any other person present during the session, except for a parent/carer who is responsible for supervision in the family home.
- **attend** all live Teams lessons scheduled unless parents/carers have notified the school.
- aim to be positive, adequately prepared and participate fully in the online lesson.
- choose a sensible place to work from - ideally a living room or shared quiet space at home.
- have all the equipment (pen, exercise book, equipment, calculator etc.) they need in advance, so that they do not need to leave and interrupt the flow of the lesson.
- understand that a Teams lesson will be subject to the same school rules which apply in face to face lessons.

Parents/Carers

We expect our parents/carers to support the use of remote learning by:

- supporting their child in using the equipment and application safely and appropriately
- not recording the session or cause it to be recorded.
- not distracting or detracting from their child's learning during the session.

- understanding that the school will take action if they have any concerns regarding parent/carer or student behaviour or inappropriate use of the equipment/software
- complying with the school's acceptable use policy as well as this remote learning behaviour agreement.
- contacting the school in the normal way, stating the reason, if their child is unable to attend a live Teams lesson.
- be mindful that anything in the background of the Teams lesson might be heard within the session by staff.
- contacting the safeguarding team at school immediately with any safeguarding concern.

Our **teachers will** use the equipment and software safely and appropriately and will turn on their web camera only when it is appropriate in the lesson but will not show other students in class (there may be exceptions for sixth form students with the consent of all students). They will **not record** the lesson. They will report any safeguarding or behaviour concerns in the normal way.