



Mount Carmel

R.C. HIGH SCHOOL



Remote Learning Policy

25.26

A Family of Faith & Learning

Remote Learning Policy 2025-2026

At Mount Carmel R.C High School, we are dedicated to ensuring that pupils continue to receive a high-quality education. All pupils at Mount Carmel should attend school every day, in line with our attendance policy. However, there may be some occasions where it is more appropriate for remote learning to take place.

Implementation of remote learning for all students:

We will consider providing remote education to all students 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 (e.g. due to weather).
- Contradictory to guidance from local or central government (e.g. in the case of a National Closure).

Requests for remote learning:

There should only be limited circumstances where a student is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include:

- Students recovering from short-term infectious illnesses.
- Students preparing for or recovering from some operations.
- Students recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include students whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the student's absence from school has been established, the school will consider providing students with remote education on a case by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the student's return to school. Provision of remote education should be made as a short-term solution allowing absent students to keep on track with their education and stay connected to their teachers and peers. Students with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education. During a period of absence, the school will work with the provider of the student's education to establish and maintain regular communication and effective outcomes. Students admitted to hospital will receive education as determined appropriate by the medical professionals and hospital tuition team at the hospital concerned. Where appropriate, the school will provide the student's education provider with relevant information, curriculum materials, and resources.

Roles and responsibilities:

For all members of the school community appropriate clothing/dress should be worn during any remote learning or online meetings. Live meeting settings and background should be considered to ensure suitable for nature of the meeting.

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Subject Teachers and Form Tutors:

When providing remote learning, all teachers should be available between normal school hours. If they're unable to work for any reason during this time, they should report this using the normal absence procedures. When providing remote learning, subject teachers should:

- Set work for their classes via Edulink by 9am on each day of remote learning, 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.
- Provide feedback on work in line with the MC Feedback Policy. Work completed by students will be submitted through Edulink. Feedback can be verbal or written depending on the nature of the remote learning period.
- Track and monitor the completion of work by students in teaching classes and respond in an appropriate way as per the school's Behaviour Policy. Teachers should liaise with Curriculum Leader and/or Pastoral Team regarding any concerns or issues identified.
- Attend any required virtual meetings held on Microsoft Teams.
- Report any safeguarding concerns to the Safeguarding Lead or Deputy Safeguarding Lead.

Form Tutors are responsible for:

- Keeping in touch with pupils who aren't in school, and their families, as directed by the Pastoral Team. Contact should be via phone or email. Microsoft Teams can be used if there are two members of staff present, and the contact is school (staff) to home (student). Staff are not expected to work or answer emails outside of school hours, unless their contract states otherwise.
- Reporting any safeguarding concerns to the Safeguarding Lead or Deputy Safeguarding Lead.

Teaching assistants:

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

- Supporting pupils who aren't in school with learning remotely by adapting teaching and learning resources to suit the needs of the child.
- Attending virtual meetings with teachers, parents and pupils.

Curriculum Leaders:

Alongside their teaching responsibilities, Curriculum Leaders are responsible for:

- Considering whether any aspects of the subject curriculum map need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Quality assuring all aspects of teaching and learning delivered by staff in their department.

Pastoral Leaders:

Alongside their teaching responsibilities, Pastoral Leaders are responsible for:

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- Considering whether aspects of the Form Time programme need to adjust to accommodate remote learning.
- Leading Form Tutors in their delivery of a modified year group specific form time programme.
- In conjunction with the wider Pastoral Support Team, act upon concerns raised by Form Tutors or Curriculum Leaders in relation to student wellbeing or academic progress.
- In conjunction with the wider Pastoral Support Team, act upon concerns raised by students and families in relation to student wellbeing or academic progress.
- Liaising with Pastoral and Attendance Teams to coordinate welfare visits, if required.
- Quality assuring all aspects of pastoral support and intervention delivered by staff in their year teams.

Senior leaders:

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 confident in its use. They will continue to overcome barriers to digital access where possible for pupils by coordinating the most relevant teams of staff, for example:

- Distributing school-owned laptops accompanied by Acceptable User Policy guidance (through ICT support), prioritising students who are registered receiving Pupil Premium.
- Liaise with ICT support to secure appropriate internet connectivity solutions.
- Liaise with Pastoral Leaders, SEND Support and Curriculum Leaders to provide 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 rapidly identify effective solutions where engagement is a concern.
- Co-ordinating the remote learning approach across the school and monitor its effectiveness.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead (DSL):

The DSL is responsible for promoting the safeguarding of children and staff; intervening and escalating concerns where required to do so, as per our school Safeguarding Policy.

ICT support staff:

ICT support staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff, students and families with any technical and internet issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

Pupils and parents:

Staff can expect pupils learning remotely to:

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- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Act in accordance with the Acceptable User Policy.

Staff can expect parents and families 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 can't complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

Who to contact:

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

- Issues in setting work – contact Curriculum Leader or SENCO
- Issues with behaviour – talk to the relevant Pastoral Leaders.
- Issues with ICT – report to ICT helpdesk.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about safeguarding – report to the DSL via email and CPOMS.

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

- Issues with work set – contact relevant class teacher, Curriculum Leader or SENCO
- Issues with behaviour – talk to the relevant Pastoral Leader.
- Issues with ICT – report to Form Tutor/ Pastoral Leader.
- Issues with wellbeing /pastoral care concern – contact relevant Form Tutor or Pastoral Leader.
- Concerns about safeguarding – report to a member of the Designated Safeguarding Lead team.

Data protection

Accessing personal data:

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

- 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've provided devices, such as laptops, make staff use these rather than their own personal devices.

Processing personal data:

Staff members may need to collect and/or share personal data such as email addresses or telephone numbers, as part of the remote learning system. If 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 in the ICT and acceptable user policy. However, staff are reminded

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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.

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.

Safeguarding:

Our whole school Safeguarding Policy can be found on the school website. For all safeguarding related issues or concerns, guidance in the above policy should be followed or advice sought from the Designated Safeguarding Lead.

Reviewed July 2025: C. Farrelly

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