

South Shore Academy

Remote Learning Policy



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Contents

1. Aims
2. Legislation & Guidance
3. Use of remote learning
4. Roles and responsibilities
5. Supporting Pupils with SEND
6. Supporting Vulnerable Pupils
7. FreeSchool Meals
8. Device Loans
9. Who to contact
10. Data protection
11. Safeguarding during remote learning
12. Common Questions

1. Aims

In order for our school vision to come to fruition, all pupils need to have access to learning. This information is intended to provide clarity and transparency to all members of our school community so that teachers, pupils, parents and carers know what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to stay at home.

This policy is also aimed to provide support to all of our families during situations that may prove challenging so that no child gets left behind. Our remote learning policy upholds our school vision, ensuring all members of South Shore are aspirational, positively impact upon each other and society so that we can contribute to the world.

This remote learning policy 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
- Set out the expectations for pastoral support during remote learning
- Provide guidelines for our vulnerable pupils or those with additional needs
- Establish links of communication so that all members of the community are fully supported.

2. Legislation and Guidance

This policy has been developed in line with:

- DfE guidance: **Providing remote education: guidance for schools** (January 2024)
- DfE guidance: **Get help with remote education** (updated regularly)
- DfE statutory guidance: **Keeping Children Safe in Education (KCSIE) 2024** – particularly Annex D on online safety
- The Education (Independent School Standards) Regulations 2014 (for academies)
- The Equality Act 2010
- The Data Protection Act 2018 and UK GDPR

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Acceptable Use Policy
- Data Protection Policy
- SEND Policy
- Attendance Policy
- Behaviour Policy

3. Use of remote learning

This policy covers two distinct scenarios:

Scenario 1: School Closure or Restriction In the event of a school closure, local lockdown, or restriction affecting whole cohorts, we will provide a full remote education programme including:

- Live lessons following the normal timetable
- Full curriculum access via Google Classroom
- Daily registration and attendance monitoring
- Pastoral support and safeguarding monitoring

Scenario 2: Individual Pupil Absence For individual pupils who are absent from school for an extended period (more than 15 days) but are well enough to learn, we will consider providing remote education on a case-by-case basis.

This might include pupils who:

- Have an infectious illness requiring isolation
- Are recovering from surgery or injury
- Have a medical condition preventing school attendance
- Are awaiting a school place or transition

Remote education for individual pupils will be tailored to their circumstances and may include:

- Access to curriculum booklets and resources via Google Classroom
- Pre-recorded lessons or instructional videos
- Weekly check-ins with teachers
- Work set via Google Classroom with feedback

We will **not** routinely provide remote education for:

- Short-term absences (less than 15 days)
- Pupils who are too unwell to engage in learning
- Unauthorised absences or holidays

Parents should contact their child's Family Support Worker to discuss remote education provision for individual pupils

Whole school closures

The remote curriculum is taught through Google Classroom.

- All pupils have access to their live lessons via Google classrooms on the first day of remote education; there may be a short delay to the start of these lessons in order for pupils and teachers to adapt lessons and log onto these devices.
- Pupils will follow the planned curriculum wherever possible and appropriate- some practical elements may need adapting.
- Curriculum booklets will be uploaded to the google classroom page and pupils can work electronically on these copies, submitting their work after each lesson
- Pupils will follow their normal timetable which will include their morning meetings, lessons and scheduled break times.
- The timings for the school day will be emailed to parents and available on the google classroom.

Attendance During Remote Learning:

During whole-school remote learning:

- Registers will be taken at the start of each live lesson
- Pupils must log in to be marked present
- Pupils who do not attend will be followed up by the attendance team using normal procedures
- Parents should report absence in the normal way (phone call before 8.30am)
- Attendance will be monitored daily and persistent absence will be addressed
- Attendance during remote learning is **compulsory** unless the pupil is unwell

Individual Pupils

Pupils will access Pre-recorded content, curriculum booklets or work set via Google Classroom, **not** live lessons

For individual pupils accessing remote education:

- Engagement with remote learning will be monitored through Google Classroom
- Pupils should submit work by agreed deadlines
- Non-engagement will be followed up with parents
- Attendance will be coded as absent in the register

4. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 8.15 and 15:15 in line with a normal school day. If the whole school is on remote learning, electives and period 6 revision sessions will be suspended so that teachers have the capacity to adapt lesson plans for an online platform.

If teachers are 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 should:

- Provide pupils with access to remote education as soon as reasonably practicable
- Follow the scheduled curriculum where appropriate making any necessary adjustments in accordance with their line managers
- Make reasonable adjustments for pupils with SEND to access remote education.
- Upload all curriculum booklets so that pupils can continue their work from home.
- When teaching live lessons, continue to embed the South Shore House Style of preparation, modelling, questioning, feedback and culture- so that all pupils have access to high quality teaching.

They are also responsible for:

- Upholding professional standards and standards of behaviour
- Ensuring all pupils in their classes have access to the Google Classroom and updating registers.
- Uploading all necessary resources- eg curriculum booklets and support frames
- Providing clear instructions to pupils about where to complete work and how to submit.
- Providing feedback on work through individual comments, voice notes, whole class

Teaching assistants

Teaching assistance plays a vital role in supporting our most vulnerable pupils and those with additional needs. When assisting with remote learning, teaching assistants must be available in school between their normal contracted hours unless they have been instructed to shield.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are in school but accessing their education remotely.
- Attending virtual meetings with teachers, parents and pupils

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely 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 is 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Ensure vulnerable pupils and those with additional needs are supported and able to access the curriculum. SENCO is responsible for identifying those pupils who may need to access remote learning from school with support from a TA.

Senior leaders

Alongside any teaching responsibilities, it is the deputy head teachers responsibility to make sure staff continue to be trained and confident in its use.

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

- Distributing school-owned laptops accompanied by a user agreement or contract
- Securing appropriate internet connectivity solutions – such as dongles – where possible
- Providing printed resources, such as curriculum booklets, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, 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
- *Monitor the effectiveness of remote learning through:*
 - *Observing live lessons*
 - *Reviewing work submitted via Google Classroom*
 - *Gathering feedback from pupils, parents, and staff*
 - *Analysing engagement and attendance data*
 - *Reporting to governors on the quality and impact of remote learning*
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Pastoral Workers

Lead by the DSL, pastoral workers are responsible for ensuring the safety of all pupils through:

- Monitoring of attendance and daily attendance calls
- Monitoring of behaviour and rewards through class charts and weekly behaviour calls.
- Coordinating a communication structure so that all parents and pupils have at least one weekly communication with school.
- Creating a timetable so that all vulnerable children have daily contact and invited into school to access remote learning if this is deemed in their best interests
- Coordinate free school meals for need families.

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

Pupils and parents

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're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents 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 can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Governing board

The governing board is responsible for:

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

Wellbeing and Mental Health:

We recognise that remote learning can be challenging for pupils' mental health and wellbeing. We will:

- Maintain regular contact with all pupils
- Provide opportunities for social interaction during morning meetings and break times
- Monitor pupils for signs of distress and offer support
- Signpost to mental health support services
- Encourage pupils to maintain routines, take breaks, and stay active

If you have concerns about your child's wellbeing, please contact your child's Family Support Worker.

Staff wellbeing is also important. Staff should contact **Mr K Seville (SAM)** if they need support during remote learning.

5. Supporting Pupils with SEND:

We recognise that remote learning can be particularly challenging for pupils with SEND. We will:

- Review all EHCPs and support plans to identify necessary adjustments for remote learning
- Provide additional resources (e.g. visual timetables, simplified instructions, pre-recorded instructions)
- Offer additional check-ins with SENCO or TAs
- Provide differentiated work and materials
- Allow flexible deadlines where appropriate
- Invite pupils with significant SEND to attend school for in-person support (where safe to do so)
- Liaise with parents to understand home circumstances and adjust expectations accordingly
- Continue to provide specialist support (e.g. speech and language therapy) remotely where possible
- Maintain contact with external agencies supporting the pupil

Parents of pupils with SEND should contact the SENCO [contact details] to discuss individual needs and adjustments.

6. Supporting Vulnerable Pupils:

Vulnerable pupils are defined as:

- Pupils with an Education, Health and Care Plan (EHCP)
- Pupils with a social worker, including Looked After Children and Previously Looked After Children
- Pupils on a child protection or child in need plan
- Other pupils identified by the DSL as vulnerable (e.g. young carers, pupils at risk of exploitation, pupils with poor mental health)

During remote learning, we will:

- Maintain daily contact with vulnerable pupils and their families
- Strongly encourage vulnerable pupils to attend school in person (where safe to do so)
- Work with social workers and other agencies to ensure pupils are safe
- Prioritise vulnerable pupils for device loans and internet access
- Monitor engagement closely and follow up immediately if a vulnerable pupil does not engage
- Conduct virtual home visits or doorstep visits if we cannot make contact
- Follow our safeguarding procedures if we have concerns about a vulnerable pupil

The DSL will maintain a register of vulnerable pupils and ensure all staff are aware of who they are and what support is in place.

7. Free School Meals:

During whole-school remote learning, pupils eligible for free school meals will be supported through:

- Parents will be contacted by Mrs K Lewis Assistant Headteacher – Inclusion to arrange provision
- If you are experiencing financial hardship and need support, please contact Mrs K Lewis Assistant Headteacher – Inclusion

For individual pupils accessing remote education, free school meal provision will continue in school as normal.

8. Device Loans:

Chromebooks are available for loan to pupils who do not have access to a suitable device at home. To request a device:

- Contact Mrs Danson Deputy Headteacher
- Complete a device loan agreement
- Collect the device from school

Device loan agreements include:

- Acceptable use expectations
- Care and maintenance responsibilities
- Reporting of damage or loss
- Return procedures
- Parents/carers are responsible for the device while on loan and may be charged for damage or loss due to negligence

Technical support is available via homelearning@ssa.cidari.co.uk.

9. Who to contact

If members of the community have any questions or concerns about remote learning, they should contact the following:

homelearning@ssa.cidari.co.uk

All correspondence is monitored daily and requests are then passed to the appropriate department/staff member.

10. Data protection

Accessing personal data

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

- Access data via our secure shared drives using Cidari emails only.
- Staff should work from school devices only – such as laptops or phones.
- Phone Calls to parents should go through pastoral channels only.

Processing personal data

Staff members may need to collect and/or share personal data such as school 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, 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

11. Safeguarding During Remote Learning

Remote learning presents specific safeguarding risks that must be managed carefully. This policy should be read alongside our Child Protection and Safeguarding Policy.

Live Online Lessons – Staff Expectations:

When delivering live online lessons, staff must:

- Ensure another adult (staff member or parent) is aware the lesson is taking place
- Conduct lessons from a neutral, professional background (e.g. plain wall, not bedroom)
- Ensure nothing personal or inappropriate is visible in the background
- Dress professionally as they would in school
- Use school devices and school accounts only
- Never conduct one-to-one live lessons with pupils – if individual support is needed, ensure a parent is present or use pre-recorded content
- Record all live lessons and store securely for safeguarding purposes
- Mute pupils by default and only unmute when appropriate
- Disable private chat functions or monitor carefully
- Report any safeguarding concerns immediately to the DSL using normal procedures
- End the lesson immediately if anything inappropriate occurs and report to DSL

Live Online Lessons – Pupil and Parent Expectations:

Pupils and parents should ensure:

- Pupils are appropriately dressed (school uniform or suitable clothing)
- Pupils are in a shared/communal area of the home, not a bedroom
- Background is appropriate (no personal items visible)
- Other family members are aware the lesson is taking place and do not interrupt
- Pupils behave as they would in a physical classroom
- Cameras are turned on unless there is a valid reason (to be agreed with school)
- Microphones are muted unless speaking
- Pupils do not record, screenshot, or share any content from live lessons
- Any concerns are reported immediately to school

Behaviour Expectations During Remote Learning:

All school behaviour expectations apply during remote learning. Additionally, pupils must:

- Arrive on time to live lessons
- Be appropriately dressed
- Be in a suitable location
- Engage positively with learning
- Treat staff and peers with respect
- Not record, screenshot, or share content from lessons
- Not use inappropriate language or behaviour online
- Follow instructions from staff

Breaches of behaviour expectations will be addressed using our normal Behaviour Policy and may result in:

- Warnings
- Removal from live lessons
- Contact with parents
- Sanctions (e.g. detentions when pupils return to school)
- In serious cases, suspension or exclusion

See our Behaviour Policy and Online Safety Policy for more details.

Non-Engagement:

If a pupil does not engage with remote learning, we will:

1. Contact parents on the first day of non-engagement
2. Offer support to overcome barriers (e.g. technical issues, lack of device)
3. Continue to follow up daily
4. Escalate to senior leaders if engagement does not improve
5. Consider safeguarding concerns if we cannot make contact
6. Involve external agencies (e.g. social care, attendance services) if necessary

Persistent non-engagement may result in:

- Formal attendance procedures
- Referral to the local authority
- Safeguarding investigation if appropriate

Recording of Live Lessons:

All live lessons will be recorded for safeguarding purposes. Recordings will:

- Be stored securely on school systems
- Only be accessible to relevant staff
- Be retained for 30 days unless needed for safeguarding investigation
- Not be shared with parents or pupils unless part of a safeguarding investigation

Parents will be informed that lessons are recorded for safeguarding purposes **via email/letter at the start of remote learning**

Reporting Concerns:

If staff, pupils, or parents have any safeguarding concerns during remote learning, they should:

- Contact the DSL immediately: danny.mulholland@cidari.co.uk
- Follow normal safeguarding procedures as set out in our Child Protection and Safeguarding Policy
- In an emergency, call 999 or contact local authority children's services

Staff should be particularly vigilant for signs of:

- Neglect or abuse visible in the home environment
- Inappropriate behaviour by pupils or others
- Pupils appearing distressed or unsafe
- Disclosure of harm

Online Safety:

All pupils and parents will be reminded of online safety expectations, including:

- Not sharing login details or passwords
- Not sharing school work or lesson content on social media
- Reporting any inappropriate contact or behaviour
- Following the school's Acceptable Use Policy

See our Online Safety Policy and Acceptable Use Policy for more details.

Transition Back to School:

When pupils return to school after remote learning, we will:

- Welcome pupils back and re-establish routines
- Assess learning and identify any gaps
- Provide catch-up support where needed
- Address any wellbeing or pastoral concerns
- Celebrate achievements during remote learning

12. Common Questions

1. What if my child does not have digital or online access at home. How will you support them?

We invested heavily in the purchase of additional devices and have a number of chrome books available for loan. Parents or carers need to contact the school to request a chrome book if your child has not already been identified.

We will also work with families to ensure they have sufficient internet connection.
Please contact school directly or email homelearning@ssa.cidari.co.uk

2. How will my child be taught remotely?

The vast majority of our remote learning will be taught through live teaching via google classrooms.

There may be some independent assignments or pre-recorded teaching and support will be provided throughout these tasks.

3. What are your expectations for my child's engagement and the support we should provide at home?

We expect pupils to attend their full timetable including morning meetings, lessons, collective worship and tutor time.

We expect work and homework to be completed as normal.

We expect pupils to be actively engaged as normal.

We expect parents to support you by maintaining your child's normal routines, ensuring they are appropriately dressed and have a quiet space so that they can engage with lessons.

4. How will you assess my child's work and progress and how will I be informed if there are any concerns?

Feedback can take many forms and may not always mean extensive written comments for individual pupils. For example, whole-class feedback and quizzes marked automatically via digital platforms can be prompt and effective ways of giving feedback.

Pupils will receive feedback **at least weekly** in a variety of different ways, which may include verbal feedback within live lessons, scores from knowledge quizzes, whole class feedback sheets and individual comments.

Not all work will receive individual written feedback. Teachers will prioritise feedback that has the most impact on learning

All parents will be contacted at least once a week by your communication link. If we have a concern about attendance or engagement you will be contacted by a member of staff from the school.