

**Connect Academy Trust**

## Remote Learning Policy

Approved by the Executive Leadership Team of  
Connect Academy Trust, September 2025

| Version | Date       | Detail                             |
|---------|------------|------------------------------------|
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For Next Review and Approval by the  
Executive Leadership Team of Connect Academy Trust, September 2027

Reviewed September 2026  
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## 1. This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school through the use of quality online and offline resources and teaching videos.
- Support the well-being of all school staff and pupils during difficult times
- Set out expectations for all members of the school community with regards to the delivery of high quality interactive remote learning
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community.
- Ensure that every child receives the best education the school can provide them.
- Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.
- Ensure due regard for appropriate staff workload and well being.

## 2. Roles and responsibilities, in the event of bubble closures, local or national lockdowns

### a. Senior leaders, including Computing Lead and IT Technician, are responsible for:

- Co-ordinating the remote learning approach across the school.
- Supporting the well-being of all staff and pupils
- Monitoring the effectiveness of remote learning.
- Monitoring, in conjunction with DSL, the security of remote learning systems, including data protection and safeguarding considerations, and responding to any concerns
- Enabling the provision of remote learning for the class if the class teacher is unwell and unable to lead remote learning. (Home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles).
- Having an overview of families' ability to access technology, and providing support/ hardware, if possible, where necessary
- Ensuring that staff with expertise can share this with colleagues so that staff are able to use technology for remote learning
- Ensuring that staff can access the right hardware and software to carry out their roles
- In conjunction with inclusion staff, determine approach to support for vulnerable families
- Wherever possible ensuring that remote learning is allied to the learning that would usually be happening in school
- Communicating the remote learning strategy and process to families
- Reporting any concerns

### b. Designated Safeguarding Lead (or their Deputy) is responsible for:

- Ensuring, in conjunction with the e-safety Lead/ Remote Learning Lead, that there are safeguards in place around the platforms and processes used
- Advising staff how to make calls safely to protect child and themselves
- Responding to Safeguarding concerns, including those related to Remote Learning which may be in consultation with the E-safety lead.
- Making referrals to other agencies where appropriate

### c. Subject/Phase/Department Leaders are responsible for:

- Advising colleagues on the content of learning set and that it fulfils agreed expectations of regularity, topics, amount, quality etc, as agreed within the school.
- Monitoring the learning teachers set by their subject

- Reporting any concerns

d. Teachers are responsible for:

- Training their class(es) how to access and use remote learning when school is in normal session, for example through computing lessons and through home learning tasks
- Setting learning: Teachers will usually provide learning for their current class, or this will be shared across a team where appropriate according to usual school organisation.
- Fulfilling the agreed expectations around the amount, and regularity of learning they need to provide, which will be agreed by the SLT.
- Teachers can use resources provided by the school, colleagues, Oak National Academy, White Rose Maths & BBC Bitesize for example, as well as other resources/schemes determined by the school
- Teachers will provide clear and regular instructions to families about learning expectations for daily learning, as agreed by leaders in the school.
- Providing feedback on learning: Pupils can email learning to their class teachers or submit via Teams/Google Classroom/Tapestry/Seesaw etc.
- All learning submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual basis wherever possible.
- Feedback will be age appropriate.
- Teachers should respond to pupil/parent emails within 48hours.
- Reporting any concerns

e. Teaching Assistants & HLTAs are responsible for:

- When assisting with remote learning, supporting pupils who aren't in school with learning remotely where possible
- Liaising with class teachers/leaders to support planning and resourcing differentiated learning for example simplifying a task or providing a task frame/ scaffold
- Other areas as determined by the headteacher/SLT/class teacher, for example: researching topics and vocabulary for learning, specific area to research and post, e.g. wellbeing,
- Sharing the calls for children at home
- Attending virtual meetings
- Providing feedback on learning
- Reporting any concerns

f. Inclusion Staff e.g. SENDCo/ PSA/ FSW are responsible for:

- Advising other staff regarding appropriate learning for SEND pupils
- Ensuring that pupils on the SEND register, including those with EHC plans, continue to have their needs met while learning remotely
- Overseeing, in conjunction with the DSL/ SLT process for keeping in touch with vulnerable pupils and responding to any concerns
- Making calls, as agreed by SLT, to vulnerable pupils and their families
- Liaising with other agencies
- Signposting families to other agencies or resources eg, for mental health
- Liaising with DSL where referrals or advice may be necessary

g. Pupils and Parents/Carers are responsible for:

- Ensuring they are contactable during the normal school hours
  - Seeking help if they need it, from teachers or teaching assistants
  - Alerting teachers if they're not able to complete learning
  - Making school aware if their child is sick or otherwise can't complete home learning
  - Being respectful, patient and understanding towards all staff when contacting the school with any concerns
  - Monitoring their child's safe access to the Internet
- h. All other support staff, including apprentices
- Continue roles in school wherever possible and remotely if not
  - Keep in regular contact with leaders, alerting them to any operational concerns
  - Support staff with parental communication
  - Ensure all sites and buildings are kept in good condition, with all health, safety and other checks maintained and reported
- i. Local Governing Bodies are responsible for:
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
  - Supporting the Leadership Team to promote staff wellbeing
  - Ensuring that all safeguarding procedures remain in place and new concerns are acted upon quickly
  - Ensuring that the local community is regularly aware of all the efforts of the school to support pupils, staff and the local area
- j. The Trust Board is responsible for:
- Monitoring the overall performance of all schools in the Trust
  - Supporting the wellbeing of staff in the Trust
  - Ensuring Trust funds are well spent and carefully monitoring each school's budget
  - Maintaining contact with and support for Trust officers and senior leaders

### 3. Guidelines for organising and setting remote learning

- The frequency of learning will be set by the school, but there should be ample learning for children to engage in on a regular basis over a week
- Teachers will upload learning packs on the school platforms according to the school's agreed schedule.
- The school will determine which platforms and where learning will be posted eg school website/ Teams/ Google/ Tapestry / Seesaw / Facebook so that packs can then be accessed at home
- Provision will be made for printed packs where necessary, for example printed by staff who are on site, ready for parents to collect or staff can deliver to homes if needed.

### Keeping in touch with pupils who aren't in school and their parents:

- In the case of a national or local lockdown, Teachers will call pupils/parents at least every 3 weeks.
- Any concerns should be recorded on CPOMS or similar and the Headteacher or another senior leader alerted.
- In the event of a self/class bubble isolation, communication will be via email/ text or phone according to school practice.

- If there has been no communication from either a parent or child by day 3 of lockdown/self-isolation period starting, teacher or SLT member will call parents/pupils on day 4.
- Vulnerable pupils will be called weekly - CP/EHCP/identified pupils. This will be coordinated by SENCO/DSL/ Inclusion Team.
- Emails received from parents and pupils are to be checked between usual learning hours (ie. 8.30-16.30)
- Staff should respond to pupil/parent emails within 48hours.

#### Availability of staff

All members of staff are expected to be available for learning as if the school was open as usual. Staff should report any absences using the normal absence procedure. The staff absence policy will be used to make decisions where staff are caring for family or dependents during the pandemic. Where possible, compassionate leave guidelines will be used. Where staff are not able to facilitate learning during their usual hours, it is expected that they will make up this time in discussion with their headteacher, where possible.

#### 3. Who to contact

- If staff have any questions or concerns about remote learning, setting learning, behaviour or workload, they should contact their Phase/Year/Department Leader, SENDCo, line manager or headteacher
- Issues with IT – contact the school's IT technician
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the school's DSL or deputy DSL/ e-safety Lead

#### 4.1 Data protection

Accessing personal data for remote learning purposes:

- Teachers are able to access parent contact details via the school's online management system (Arbor) using a secure password.
- Do not share any details with third parties.
- School devices are the preferred devices to be used when accessing any personal information on pupils

#### 4.2 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
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping antivirus software/security up to date

#### 5. Monitoring:

This Policy will be monitored by the Local Governing Bodies and Board, as set out in the detail above

#### 6. This policy is linked to the:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement

- ICT and internet acceptable use policy, as well as online safety policy