Remote Learning Policy & Procedure

Approved by:	Ed Reilly, Principal	**Date:**	September 2026
Approved by:	Jane Court, Chair of Governors	**Date:**	September 2026
Policy owner:	Camilla Doonan (CD)		
Last reviewed:	September 2026		
Next review:	September 2027		

Contents

Number	Contents
1	Introduction
2	Aims
3	Use of remote learning
4	Roles and responsibilities
5	Who to contact
6	Data protection
7	Safeguarding
8	Monitoring arrangements
9	Links with other policies
10	Additional Information

1. Introduction

Meadows School is committed to providing high-quality education for all pupils and recognises that there may be occasions when some pupils are unable to attend school in person. This policy outlines the school's approach to remote learning and sets out the expectations, responsibilities and procedures that will apply when remote education is required.

Remote learning may be provided in exceptional circumstances where attendance at school is not possible or is contrary to government guidance. The school will ensure that any remote education offered is meaningful, accessible and appropriately tailored to meet pupils' individual needs, including those with Special Educational Needs and Disabilities (SEND).

This policy aims to support continuity of learning, maintain educational progress and safeguard pupil wellbeing while ensuring that remote education is delivered consistently, securely and in accordance with statutory guidance. It should be read alongside the school's safeguarding, attendance, data protection, online safety and behaviour policies.

The school recognises that face-to-face education remains the most effective form of teaching and learning. Remote education is therefore intended as a temporary measure to support pupils during periods when attendance at school

Changing childhoods. Changing lives.

is not possible, with the aim of facilitating a successful return to full-time in-person education at the earliest opportunity.

2. Aims

This remote learning policy for staff 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

3. Use of Remote Learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

1. Occasions when we decide that opening our school is either:
   - Not possible to do safely
   - Contradictory to guidance from local or central government

2. Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
   - They have an infectious illness
   - They are preparing for or recovering from some types of operation
   - They are recovering from injury and attendance in school may inhibit such recovery
   - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care plan (EHCP) or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

4. Roles & Responsibilities

4.1 Teachers

When providing remote learning, teachers must be available between 08:45-15:45 on school days and are not expected to reply to emails outside of these hours. 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 should:

- Provide pupils with access to remote education as soon as reasonably practicable, though 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, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

We use the remote learning platform EDClass, where work is set in line with subject long-term and short-term plans. The work provided is of high quality, meaningful, ambitious and covers a range of subjects.

- Work set should take account of the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
- Subject teachers are expected to share feedback with pupils via school email addresses, including responding to pupils who have failed to complete work.
- Tutor teams and Link Workers will keep in touch with pupils who aren't in school via emails, phone calls and outreach home visits.
- Parents, carers and pupils should follow the school complaints procedure if required.

4.2 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

4.3 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 are confident in its use.

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

- 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

Camilla Doonan, Assistant Headteacher, is responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set, and reaching out for feedback from pupils and parents/carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring staff remain trained and confident in their use of online digital education platforms.
- Training staff on relevant accessibility features that EDClass digital platform has available

4.4 Designated Safeguarding Lead (DSL)

The DSL is responsible for the Safeguarding & Child Protection Policy & Procedure.

4.5 IT Staff

IT staff are responsible for:

- Helping staff and parents/carers 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 (DPO)

4.6 Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Seek help if they need it, for the 'help/support' function
- Alert teachers if they're not able to complete work

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete the work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

4.7 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
- Seeking assurance that appropriate arrangements are in place for the quality, safeguarding and security of remote education.

5. Who to Contact

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

- *Issues with setting work:* Camilla Doonan, Assistant Headteacher
- *Issues with behaviour:* Phase lead
- *Issues with IT:* Greg Buck, IT Officer
- *Issues with own workload or wellbeing:* Line Manager
- *Concerns about data protection:* Greg Buck, IT Officer
- *Concerns about safeguarding:* William Phillimore, Assistant Headteacher, Designated Safeguarding Lead

6. Data Protection

6.1 Accessing Personal Data

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

Explain:

- How they can access the data via EDClass learning platform
- Which devices they should use to access the data – staff laptops or iPads

6.2 Processing personal data

Changing childhoods. Changing lives.

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.

The school will follow its data protection policy, which can be found on the school website/policy page.

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.

6.3 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)
- 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

7. Safeguarding

All safeguarding requirements continue to apply when pupils are receiving remote education.

Staff must follow the school's Safeguarding & Child Protection Policy & Procedure, Online Safety Policy and Staff Code of Conduct and report any safeguarding concerns in the usual way. Policies can be found on the school website.

https://www.meadowsschool.org.uk/page/?title=Policies&pid=38

8. Monitoring Arrangements

This policy will be reviewed yearly by Camilla Doonan, Assistant Headteacher. At every review, it will be approved by the Chair of Governors.

9. Other Related Policies

This policy is linked to the following policies which can all be found on the school website:

- Safeguarding & Child Protection Policy & Procedure
- Data protection policy
- Behaviour policy
- Online safety policy

10. Additional Information

Copies of this policy may be obtained from	• The School Website: https://www.meadowsschool.org.uk/page/?title=Policies&pid=38 • The School Office

BARNARDO'S Changing childhoods. Changing lives.

Relevant statutory guidance, circulars, legislation & other sources of information	**Education Act 2002** Places a duty on schools to safeguard and promote the welfare of children. https://www.legislation.gov.uk/ukpga/2002/32/contents **Keeping Children Safe in Education (KCSIE)** Statutory guidance for schools and colleges on safeguarding children, including online safety responsibilities. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 **Working Together to Safeguard Children** Multi-agency safeguarding guidance for protecting children and young people. https://www.gov.uk/government/publications/working-together-tosafeguard-children--2 **Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)** Provides the legal framework for handling and processing personal data. https://www.legislation.gov.uk/ukpga/2018/12/contents https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/ **Equality Act 2010** Requires schools to make reasonable adjustments and eliminate discrimination, including for pupils with SEND. https://www.legislation.gov.uk/ukpga/2010/15/contents **SEND Code of Practice: 0 to 25 years** Guidance on supporting pupils with special educational needs and disabilities. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 **Providing Remote Education – guidance for schools** Non-statutory guidance on planning and delivering effective remote education https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools **The School Attendance (Pupil Registration) (England) Regulations 2024** Governs attendance recording and registration requirements. https://www.legislation.gov.uk/uksi/2024/208/contents **Meeting Digital and Technology Standards in Schools and Colleges** Guidance on cybersecurity and digital infrastructure. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges **UK Safer Internet Centre** Resources and guidance for online safety and digital safeguarding. https://saferinternet.org.uk
Definitions and key terms used in this policy:	**Remote Learning**: The delivery of education where pupils and teachers are not physically present in the same location and learning is accessed through digital platforms or other means. **Remote Education:** Planned teaching and learning activities provided by the school when a pupil cannot attend in person but remains able to engage with education. **EDClass:** The school's online learning platform used to provide remote learning materials, assignments, communication and feedback.

Changing childhoods. Changing lives.

	SEND Special Educational Needs and Disabilities: Pupils who require additional support to access learning and participate fully in education. **Safeguarding:** Actions taken to protect children from harm, abuse, neglect, exploitation and online risks, ensuring their welfare and safety. **Personal Data:** Any information relating to an identified or identifiable individual, processed in accordance with UK GDPR and the Data Protection Act 2018. **Reasonable Adjustments:** Changes or adaptations made to learning arrangements to ensure pupils with disabilities or additional needs can access education on an equitable basis. **Digital Platform:** An online system used to deliver educational content, communication and assessment activities. **DSL (Designated Safeguarding Lead):** The member of staff with lead responsibility for safeguarding and child protection arrangements within the school.
The rationale and purpose of this policy:	The purpose of this policy is to ensure that Meadows School can continue to provide high-quality education when pupils are unable to attend school in person due to exceptional circumstances. While face-to-face education remains the preferred and most effective means of learning, the school recognises that there may be occasions when remote education is necessary to maintain continuity of learning and support pupil progress. This policy establishes clear expectations and responsibilities for staff, pupils, parents/carers and governors in relation to remote learning. It aims to: • Ensure continuity of education for pupils who are unable to attend school for a temporary period. • Maintain high standards of teaching, learning and assessment through the school's digital learning platform. • Promote equality of access and appropriate support for all pupils, including those with SEND and other additional needs. • Safeguard pupils and staff while using digital technologies and online learning environments. • Ensure compliance with statutory safeguarding, attendance, data protection and equality requirements. • Support effective communication between school, pupils and families during periods of remote learning. • Provide a consistent and coordinated approach to remote education across the school. • The school is committed to reviewing remote learning arrangements regularly to ensure they remain effective, accessible, secure and responsive to the needs of the school community.

BARNARDO'S Changing childhoods. Changing lives.