



ROOKS HEATH SCHOOL
Strive to be your best

REMOTE LEARNING POLICY

Term of policy: Every 2 years

Approved by: LGB 24.6.26

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Sources: The Key

Online location: SharePoint:

SLICT Team/ Policies/ Policy -
MASTERS

Consulted with JCC? Yes No X

1. Introduction

This policy replaces any previous policy and reflects current Department for Education (DfE) guidance on providing remote education. It sets out the school's approach to providing remote education where students are unable to attend school but are able to continue learning and where remote education has been agreed.

The school prioritises full-time attendance. Remote education will only be used as a last resort, where a student cannot attend school and the alternative would be no education. It is not a replacement for in-school provision. Remote education will not be routinely provided for absence and does not replace the school's expectation of full attendance.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The school will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics, race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

2. Aims

This policy aims to:

- Ensure a consistent and high-quality approach to remote education
- Maintain continuity of the school curriculum
- Set clear expectations for staff, students and parents
- Ensure remote education is accessible, inclusive and safe
- Support staff workload and wellbeing

3. Principles of Remote Education

Remote education at this school will:

- Be used only when students cannot attend school and where remote education has been agreed
- Follow the same curriculum sequence as in-school learning where possible
- Be proportionate, flexible and appropriate to the context
- Support students to make progress and retain knowledge
- Include a range of approaches, which may include:
 - Live lessons
 - Recorded teaching
 - Online platforms
 - Independent work and paper-based resources where needed
- Be accessible for all learners, including those with SEND and EAL
- Be underpinned by strong safeguarding and online safety practices

4. When Remote Education Will Be Used

Remote education will not be routinely provided for short-term absence, such as minor illness (e.g. infection), medical appointments or family circumstances (e.g. bereavement or emergency leave). In these situations, students will be supported to catch up on return to school.

Remote education may be provided where a student is unable to attend school for a sustained period but is well enough to engage in learning. This may include:

- Longer-term absence due to medical need or health conditions
- Structured reintegration following a prolonged absence
- Exceptional circumstances affecting groups or the whole school (e.g. site closure)
- Other cases where absence is unavoidable and remote learning is considered appropriate by the school

In all cases:

- Remote education will be proportionate and appropriate to the student's circumstances
- Decisions will be made on a case-by-case basis
- The school will prioritise return to full-time attendance and work with families and external agencies to remove barriers

5. Roles and Responsibilities

5.1 Teachers

Teachers are responsible for:

Provision of remote education

- Providing remote education only where it has been agreed that a student is unable to attend school for a sustained period but is well enough to learn
- Following guidance from Heads of Department/ Line Managers on when remote provision is required
- Ensuring any remote learning provided aligns with the planned curriculum sequence
- Teachers are not expected to set remote work for short-term absence, such as minor illness or brief family circumstances. In these cases, students will be supported to catch up on their return to school.

Quality of learning

- Ensuring work is:
 - Clear and well-structured
 - Accessible and appropriately challenging
 - Proportionate in amount
- Using agreed school platforms and approaches
- Adapting materials to support SEND, EAL and disadvantaged students where appropriate

Feedback and assessment

- Providing appropriate feedback in line with the school's assessment policy
- Addressing misconceptions and supporting student progress

Monitoring and communication

- Monitoring engagement where remote learning is in place
- Raising concerns about engagement with the relevant Head of Year or Department
- Communicating professionally with students and parents using school systems

Professional conduct

- Maintaining professional standards at all times when delivering remote education
- Following safeguarding, data protection and online safety expectations

Availability

- Being available during normal working hours when scheduled to deliver remote provision
- Following normal absence procedures where they are unable to work

5.2 Learning Support Assistants (LSAs)

LSAs will:

- Support students with SEND to access remote education where it has been agreed
- Assist in delivering adaptations and scaffolding
- Maintain communication with identified families where appropriate
- Support delivery of interventions and personalised provision
- Liaise with the SENCo to ensure appropriate provision continues

Provision for students with SEND will be adapted where reasonably possible and appropriate to the context.

5.3 Heads of Department / Year / SENCo

They are responsible for:

- Ensuring curriculum continuity and quality of provision
- Monitoring the appropriateness of work set
- Supporting staff with resources and approaches
- Monitoring student engagement and progress
- Liaising with parents where necessary

5.4 Senior Leadership Team

Senior leaders will:

- Oversee the strategic approach to remote education
- Monitor quality through:
 - Work scrutiny
 - Engagement data
 - Feedback from staff, students and parents
- Ensure remote provision is:
 - High-quality
 - Inclusive
 - Manageable for staff
- Ensure systems are secure and compliant with safeguarding and data protection requirements

5.5 Designated Safeguarding Lead (DSL)

The DSL will ensure:

- Safeguarding remains a priority in all remote provision
- Staff know how to report concerns immediately
- Vulnerable students are identified and supported
- Online safety procedures are implemented and followed

5.6 IT Support Staff

IT staff are responsible for:

- Maintaining digital platforms and systems
- Supporting staff, students and families with technical issues
- Ensuring systems are secure and compliant
- Supporting access to devices and connectivity where possible

5.7 Students

Students are expected to:

- Engage with the work provided to the best of their ability
- Meet deadlines where possible
- Seek help if needed
- Behave appropriately during any live or online sessions

5.8 Parents and Carers

Parents are expected to:

- Support their child in accessing remote education
- Communicate with the school where difficulties arise
- Encourage engagement and completion of work

Parents are not expected to replace teachers, but to support learning where possible.

5.9 Governing Body

The governing body will:

- Monitor the effectiveness of the school's remote education approach
- Ensure safeguarding, inclusion and data protection requirements are met

6. Attendance and Engagement

- Students receiving remote education will be marked absent in line with statutory requirements
- Engagement with remote education will be monitored separately
- The school will follow up where:
 - Work is not completed
 - Engagement is low
- Support will be put in place to address barriers to learning

7. Safeguarding and Online Safety

The school will ensure that:

- All remote education follows the Child Protection and Safeguarding Policy
- Staff use approved platforms only
- Appropriate professional standards are maintained at all times
- Online interactions are safe, recorded where appropriate, and transparent

Staff must:

- Avoid 1:1 unsupervised online interactions unless authorised
- Report any concerns immediately to the DSL

8. Data Protection

All staff must:

- Follow the school's data protection and acceptable use of ICT policies
- Use secure systems (e.g. Office 365, SharePoint, approved platforms)
- Minimise sharing of personal data
- Ensure devices are secure, password-protected and up to date

9. Technology and Access

The school will:

- Use a consistent digital platform for remote education
- Support students who lack access to devices or internet where possible
- Provide alternative materials (e.g. paper-based resources) when necessary

10. Staff Workload and Wellbeing

The school will ensure that:

- Expectations for remote education are reasonable and proportionate
- Staff are supported in delivering remote provision
- Workload is monitored and adjustments made where necessary

11. Monitoring and Evaluation

The school will review remote education provision through:

- Leadership monitoring
- Engagement and progress data
- Feedback from stakeholders

This policy will be reviewed annually and after any significant use of remote education.

12. Links with Other Policies

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Teaching & Learning Policy
- Assessment Policy
- Data Protection Policy
- Attendance Policy
- Acceptable Use of ICT Policy
- Use of Artificial Intelligence Policies

All policies available on SharePoint > Staff > Policies and on the school website About us > Policies (other than the Acceptable use of ICT Policy and the HR Policy Suite)

APPENDIX

Appendix A Remote Learning Procedures (Staff Guide)