

Remote Learning Policy

HEATHCOTE SCHOOL & SCIENCE COLLEGE



Approved by the Governing Board:	Autumn 2025
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To be reviewed:	Every 2 Years
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Next review due:	Autumn 2027
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Other Documentation

This policy should be used in reference with the following documentations:

- Behaviour Policy
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- Home-school Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy

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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

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:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration (typically 2 weeks), 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 (EHC) plan 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.

Roles and Responsibilities

When in remote meetings or teaching remotely, all staff are reminded of our expectations:

- Dress professionally
- Review their location and background to ensure that it is professional.
- Ensure that there is limited background noise.

Teachers

Teachers are responsible for the upkeep of their Google Classroom. This will be checked as part of the MER activities as part of quality assurance at Department and SLT level.

When providing remote learning, teachers must be available between 8.30-3.20pm.

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:

- Be on site, where possible
- 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

They are also responsible for:

- **Setting work:**

Teachers should set work for pupils who are receiving remote education.

- The quantity of work set should be equivalent to the lesson time that pupils would ordinarily receive.
- Work should be set in advance of the lesson time.
- Work should be uploaded to Google Classroom.
- As far as possible, work set should be in line with the departmental curriculum map, however, we acknowledge that the work may not always be identical e.g. PE may not be able to provide identical learning when pupils are not in school.

- **Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious**

- This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study

- **Providing feedback on work:**

- Pupils should upload work to Google Classroom when they have completed it
- Teachers should provide regular feedback to pupils (typically, this should be within 7 days of work being submitted). At least one piece of work should receive detailed feedback within the course of the pupil absence.

- **Monitoring attendance at live lessons where needed:**

- When live lessons are provided, teachers should record attendance on Arbor as directed by the attendance officer

- **Communicating with parents as and when necessary:**
 - Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.
- **Providing some opportunities for regular interaction during lesson** e.g. using breakout rooms during lessons to allow discussions

Teaching Assistants

When assisting with remote learning, teaching assistants must be available 8.30am – 3.15pm. 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 aren't in school with learning remotely
- Attending virtual meetings with teachers, parents/carers and pupils.

Heads of Department

Alongside their teaching responsibilities, subject leads are responsible for:

- Adapting curriculum maps to make them appropriate for 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. Typically, this is through regular meetings and monitoring Google Classroom.
- Alerting teachers to resources they can use to teach their subject remotely
- Selecting suitable online resources

Senior Leaders

Krista Mitchell, working with Heads of Department and the Learning and Learning Team, has overarching responsibility for the quality and delivery of remote education.

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:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing 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, 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

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through drop-ins, work scrutiny, meeting teachers and subject leaders, reviewing work set or 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 your chosen digital platform has available
- Providing information to parents/carers and pupils through Arbor, the pupil portal and the school website
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers
- Keeping in touch with pupils who aren't in school and their parents
- Providing structured opportunities for regular interaction, for example by organising assemblies, tutor time and PIE lessons

Staff are expected to use our normal procedures for contacting parents / carers e.g. notifications through Arbor and phone calls / emails home

- Teachers are not expected to respond to parents outside normal working hours
- Complaints / concerns should be referred to the Department Lead in the first instance
- Safeguarding concerns should be placed on CPOMS
- Staff should log behavioural concerns as normal i.e. using Arbor to log that work has not been handed in. If the issue persists, teachers should contact home using the telephone numbers / emails on Arbor.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is responsible for managing and dealing with all safeguarding concerns.

Staff should ensure that all safeguarding concerns are reported immediately to the DSL or other trained safeguarding officer. If you are unable to contact someone, and it is an urgent matter, speak to a member of the Senior Leadership Team.

All safeguarding policies and procedures continue to apply, alongside the Safeguarding Policy. Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

IT Staff

IT staff are responsible for:

- Fixing assets
- Fixing issues with systems used to set and collect work

- Resolving staff issues
- Resolving network issues
- Resolving IT issues in classrooms
- Supporting parents/carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- 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 normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers 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
- As far as possible, provide a quiet space for their child to work
- Ensure that pupils are ready to learn e.g. appropriately dressed
- 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
- Report any IT issues

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

SENCO

The SENCO and HLTAs are responsible for managing and dealing with all SEND and inclusion concerns in the first instance that cannot be dealt with by the Year Lead or staff member. They will be delegated accordingly.

PSAs, Managers and Cover Staff

This team will be allocated to Behaviour Support.

Who to Contact

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

- Issues in setting work – relevant subject lead or SENCO (Jessica Overare)
- Issues with behaviour – form tutor or the relevant pastoral team (including Year Lead, PSA and HLTA)

- Issues with IT – IT for technical support (support@cnesto.com) or Krista Mitchell for training needs
- Issues with their own workload or wellbeing – Line Manager
- Concerns about data protection – School Business Manager, (Julie Vazquez)
- Concerns about safeguarding – talk to the DSL (Neil Hutchins)

Data Protection

Accessing Personal Data

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

- Use their school laptops
- Be aware of data security
- Access information from our cloud services (Google Drive and Arbor)

Staff are reminded that all our normal systems continue to operate during a period of remote learning, which means that content will continue to be monitored by our filtering and monitoring service, Smoothwall.

Processing Personal Data

Staff members may need to collect and/or share personal data such as email addresses, attendance information or assessment marks 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 our GDPR policy and the Privacy Notice for Pupils in terms of handling data. Both these documents can be found in: Staff Information/Policies.

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:

- Avoiding the use of USB or external storage devices. If an external storage device has to be used, staff must ensure that 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
- Storing the device securely

Safeguarding

This section should be read in conjunction with Section 3.5 above. The school understands that "technology is a significant component in many safeguarding and wellbeing issues" (KCSIE 2025). Staff will always report issues to the DSL using our safeguarding reporting service (CPOMS).

The school will ensure, through Smoothwall, that we have suitable filtering and monitoring systems in place to limit children's exposure as far as we reasonably can. The school will make parents / carers aware of our filtering and monitoring systems and will also explain that our filtering and monitoring systems do not always extend to pupils' own devices.

The school will clearly communicate with parents / carers to reinforce the importance of children being safe online and also to inform parents of:

- What their child is being asked to do online
- Which sites they will be expected to use
- Who from the school (if anyone) will be interacting with their child online

Monitoring Arrangements

This policy will be reviewed every 2 years by Krista Mitchell. It may be updated more frequently if there are changes to the remote learning guidance for organisations. At every review, it will be approved by the Full Governing Body.

Protocols for Google Classroom and Live Lessons

Protocols for Google Classroom

- All learning resources should be clearly labelled and located on Google Classroom for pupil/parent access to support home learning.
- You should disable the stream to ensure pupils cannot comment.

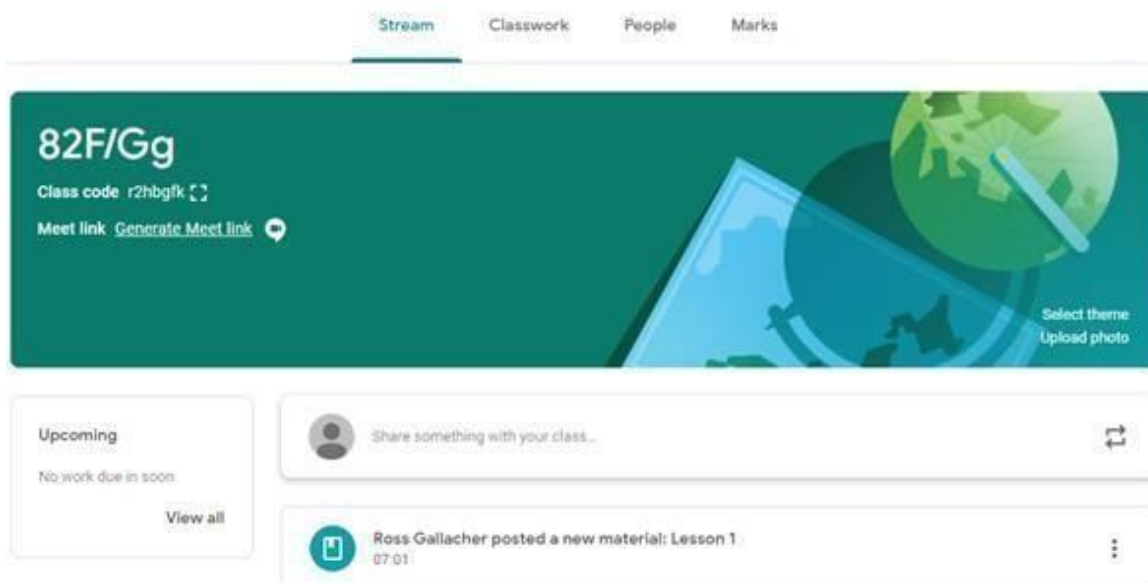
Protocols for Live Streaming

Hosting a livestream means any situation where the school instigates, publishes and is responsible for streaming online content. This includes live streaming lessons, interventions, meetings, assemblies, announcements, activities. It also includes allowing any external visitors to live stream on the school site.

- All live streams should take place in directed time unless there is a special event or information session.
- Live Streams should only take place as directed / agreed by the headteacher.
- No other platform may be used without the permission of the Headteacher.
- At Heathcote school, we primarily use Google Meet (via Google Classroom) as the main platform for live streaming and this includes lessons. The school may choose to use other platforms e.g. Zoom or Teams if this is more suitable for the audience.
- Staff may be asked to live stream lessons in circumstances where remote learning is deemed to be appropriate.
- Staff should make sure that they are familiar with the procedures listed below and should seek support from their Head of Department or Krista Mitchell if they have any concerns / training needs.

Initial Set Up and Teaching Protocols

Staff need to generate a Meet Link. This can be accessed on your class page as shown in image below. **This link must be disabled for pupils when not in use.**



To ensure everyone's safety (staff and pupils), please ensure you do the following every lesson:

- Ensure your desktop is free of any personal information or images before beginning a session e.g. no visible personal email tabs or social media accounts
- Disable the chat
- Mark attendance
- Inform pupils about the expectations of the lessons/session. e.g. noting the school values (respect etc)
- Only admit pupils with heathcoteschool emails
- Always reset the live link at the end of the lesson
- Also ensure the live link is not visible at the end of lesson
- Do not post the link in the stream- as pupils can copy this and create their own meeting.
- Always remove quick access in the settings of the google meet (this will prevent pupil access without your permission)
- Ensure you are the last person to leave the lesson and remove anyone who has not left the class.
- If you encounter any problems, remove all the pupils and reset the meeting link in the settings
- Turn on captions to support our deaf learners.
- Clarify when the live session has ended, and wait for all pupils to log off and leave the session before leaving
- Follow school Behaviour Policy and log any issues on CPOMS if appropriate.

Pupil Expectations (this has been sent to all parents and carers)

- Pupils should have cameras and microphones turned off. Teacher will mute and unmute pupils as appropriate, e.g. for asking questions and for discussion.

- All communication should be appropriate.
- Any pupil found to deliberately disrupt the learning of others should be removed and will not be able to re-join. If pupils receive 3 warnings, they will be invited into school.
- Pupils should not share private information
- Pupils should remember that any offensive or abusive content will be reported
- If pupils see or hear anything upsetting, they should immediately inform the safeguarding team