



Remote Learning policy 2026

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1. 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

2. Roles and responsibilities

The program of learning developed by Samuel Cody School for remote access has been set up to address two potential scenarios – firstly to continue to deliver curricular learning for students in the event of full / partial closure of the school, and secondly to ensure the same for students who are unable to access the school site (e.g., for reasons of self-isolation). The programs detailed below do not relate to other periods of sickness or absence.

The policy and program developed is in accordance with the Government guidance which states that the - DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum:

'Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content'.

The challenges in providing ongoing remote education for Samuel Cody students are significant. Our students require a high degree of scaffolding by experienced teaching staff who are aware of their abilities, challenges, linguistic understanding, and all the resulting implications on their learning. In addition, there are other compounding problems; for example, many our students have a range of abilities which require a considerable amount of input from staff to support effective teaching and learning. This also includes a level of skill set, understanding needs and how students learn.

The program(s) have been developed specifically to circumnavigate these challenges as far as is possible.

In the event of some form of full or partial closure, continuity will be assured by teachers developing learning packs which are differentiated and targeted to meet student varying needs. These learning packs will consist of lessons across subjects which can be taught with a high degree of learning benefit through remote means, and which ensure continuation of learning across a broad base of subjects, including option subjects. All lessons are to be delivered, and have work and tasks, in a differentiated way appropriate to the level of the learner. In addition, there will be separate 'dropin' online video calls across the subjects and across the course of the week at different times to allow parents and students to connect with teaching staff to resolve any issues and raise any questions at a time that will be convenient.

Parents will be sent a feedback proforma and teachers will ring once a week to gage input and collect evidence to in turn help develop next set of lessons and gain input for assessment and progress.

The guidance states the need to –

Plan a program that is of equivalent length to the core teaching pupils would receive in school.

Whilst acknowledging that:

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.

What is very important to recognise is that all of our students have complex learning needs and, in particular, medium and long term memory challenges. Universally, EHCPs specify the need for considerable overlearning and revisiting, as well as breaking down into small chunks. Therefore, the basic materials and planning as presented will not usually reflect the hours required to complete and rehearse them effectively with proper adult support and guidance.

In the event of individual students not being able to access on-site provision for reasons of self-isolation due to Covid, learning will continue across a broad base of subjects using pre-recorded learning episodes which have been developed to ensure curricular learning with accessibility and challenge across a range of levels. Lessons will support curriculum pathways.

There will be a focus on repetition and overlearning of key skills which lend themselves well to home supported tuition for students with individual learning challenges.

Additionally, parents and carers may wish to take guidance from the curriculum planning available on the website to construct further learning in line with the curriculum focus being delivered to peers at the time of requirement. Supporting lessons and tasks can be found at:

<https://www.thenational.academy/>

<https://www.bbc.co.uk/bitesize>

Should there be the need for more than one period of individual self-isolation, and providing that the work has been completed and returned from the previous one, further activities will be provided.

Other periods of sickness or absence do not fall within the scope of this policy.

In instances where students are unwell and unable to attend school the focus needs to be on rest and recuperation to enable the student to return to school to continue with their learning as soon as possible. The school will not provide home learning for children with short term sickness which prevents them from attending school on an ad hoc basis.

2.1 Teaching staff

In the event of the remote learning program having to be activated as a result of partial or full school closure, teachers must be available between 9am and 3:30pm for continuation of learning and to be properly equipped to carry out their duties remotely.

If staff 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.

At this time of particularly high probability of this eventuality, staff who will need to deliver learning or pastoral support are expected to make sure that all their electronic equipment and IT interfaces are fully functioning at the earliest possible opportunity and in any case, before needed in earnest. Any issues, concerns or lack of functionality should be brought immediately to the attention senior leadership team.

When providing remote learning, teachers are responsible for:

Setting Work

- Setting progressive, differentiated learning opportunity in line with the scheme of work. The type of work and number of learning episodes to be set is subject specific and in line with the plans created by the senior management team and Heads of Department. In some cases, such as Maths and English, the learning will be dependent on prior skills development.
- Taking guidance from Heads of Department and responding to specific requests to ensure continuity of learning for those students for whom they have direct responsibility, as well as providing reasonable cover should it be required.
- Packs can provide a weeks' worth of work with daily lessons or a variety of lessons with targets which parents can access throughout the week – all packs are differentiated to meet pupil needs in line with our visions and values.
- Home learning packs to be sent home electronically, dropped off following our lone working policy when dropping off or asking parents to pick up work packs.

- Learning packs should have clear targets for students.
- A variety of work which supports repetition, consolidation of learning, TEACCH tasks to support independent learning, power points, attention sessions, live online video lessons, phonics work are just some examples of work in home learning packs which supports our curriculum across pathways.
- Work packs need to be differentiated to meet student needs.
- Referring students or continuation of therapy through virtual sessions or ensuring programmes are well supported at home- linking therapists with parents/pupils.

Providing Feedback on Work

- To look at parent feedback forms, assess through conversations with parents, assess with work being submitted back from parents.
- Make professional judgements on how to then progress individual students through further work / learning episodes.
- Parents are encouraged to use Parent Portal on Earwig or Tapestry to post evidence in forms of pictures, statements, videos to help support progress and next steps.
- Teachers to create learning records with evidence given by parents on home learning targets and link to frameworks where appropriate to support pupil progress.
- IPADS can be provided to support access to online video call sessions, online lessons and appropriate tasks set out for students.
- Parent workshops are set up throughout the term to support and train parents, so they feel confident to support their child's learning.

Keep in touch with students not accessing the site

- Student work is to be assessed ongoing and at least once a week.
- Reasonable requests for further input, e.g., additional online video call input, should be accommodated where possible.
- To respond to messages and / or emails arriving from parents / students regarding their subject (within core school hours).
- To encourage full engagement in the learning being delivered for their subject and to identify any barriers to learning, e.g., access to devices, suitability of work, and address accordingly.
- To use professional judgement in developing strategies to increase engagement and to keep senior management and individual teachers informed in the case of lack of engagement which causes concern.

Continuation of standards and expectations

- To continue to reinforce the standards that Samuel Cody expects in terms of dress code during remote learning.
- To continue to model expectations to students and parents through remote meetings, calls etc.
- To create learning episodes using appropriate language, media, and locations suitable to the learners.
- Weekly monitoring sheet from heads of department to ensure quality, evidence and impact of pupil learning at home.
- Monitoring of parent and class Earwig/Tapestry platform to ensure pupils are making progress.
- A range of parent workshops run each half term to support parents at home to be able to learn strategies to support learning, teaching, communication, and engagement at home. Topics include – Schedules, Behaviour, OT sensory and communication.

2.2 Learning Support Assistants and Mental Health Assistants (LSA and MHA)

When assisting with remote learning, LSA's and MHA's must be available between 9am and 3:00pm.

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, LSA's and MHA's are responsible for:

Supporting with remote learning

All support staff will have responsibility for supporting making resources, putting together home learning packs and attending online video call sessions.

- To watch and familiarise themselves with the learning episodes set by the class teacher and ensure they have enough understanding of content to support all levels of learners in their class(es).
- To be available to support teachers with any additional reasonable requests in support of student learning.

Continuation of standards and expectations

- To continue to reinforce the standards that Henry Tyndale expects in terms of dress code during remote learning, however this does not necessarily need to be school uniform.
- To continue to model expectations to students and parents through remote meetings, calls etc.
- To support learning episodes using appropriate language, media, and locations suitable to the learners.

2.3 Heads of Department

Alongside their teaching responsibilities, Heads of Department are responsible for:

- Overseeing the content to be delivered for their department through the remote learning program and assessing its appropriateness for the medium of delivery.
- Working with teachers to quality assure the content being delivered.
- To ensure work is handed out within the agreed deadlines for release to students.
- To provide SLT with evidence of work.
- Monitoring the remote work being set by teachers in their department through weekly meetings (onsite or through an online video platform such as Teams or Zoom) to discuss progress and next steps.
- Working across teams to develop further plans in the event of remote learning being required for extended periods of time, including deciding direction of teaching, resourcing, staffing, and being responsible for teams meeting deadlines to ensure continuity of learning.
- To rationalise curriculum content where necessary.
- To take the lead in directing staff to appropriate resources.
- To report back to in Leadership Team.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- The Senior Leadership Team has overall responsibility for the coordination and delivery of the remote learning program.
- The Deputy Headteacher is responsible for working with the admin team in ensuring links to work in individual cases are sent to parents' email addresses.
- Heads of Departments are responsible for monitoring the home learning within their departments including weekly review meetings with teachers to collate detail on progress and assess plans for next steps.
- The Heads of Departments leaders will meet with the Senior Management Team on a weekly basis to feedback on progress within their faculties and address challenges and next steps.
- The SLT are responsible for monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- In certain instances, Senior Leadership Team will work with individual teachers to support home learning and input.

2.5 Designated safeguarding lead (DSL)

The requirement and responsibility for reporting any concerns regarding child welfare and safeguarding remains as it would be should we be providing full onsite provisioning.

The responsibilities of the DSL include:

- Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.

- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- Ensure every member of staff knows who the DSL and the Deputies are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headteacher.
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Meet any other expectations set out for DSLs in KCSiE 2020.
- Teachers are to making weekly phone calls and upload contact to CPOMs. DSL will monitor this.

In the case of remote working DSL's need to ensure their availability in a consultative capacity via remote means to ensure full engagement and communication of any concerns.

2.6 Pupils and parents

Samuel Cody can expect pupils who are having to learn remotely to:

- Treat remote learning with the same dedication and enthusiasm as they would their normal onsite studies
- Conduct themselves in the same manner in which they would onsite and in the manner in which Samuel Cody expects.
- Submit completed work back to the teacher.
- Provide feedback on Earwig/Tapestry parent/student platform by posting evidence of students learning through pictures, statements, videos.
- Seek help via an online calls platform such as Teams from teachers / teaching staff.

Samuel Cody can expect parents with children learning remotely to:

- Support the learning of the student(s) in their care by providing, as far as is possible, an environment conducive to learning, support their student in their learning, providing access to devices at appropriate times, ensure that they have necessary stationery and equipment ready for learning, ensure that they are familiar with the online video calls schedules and ensure students have the ability to access the scheduled calls.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it by communicating with teachers.
- Be respectful when making any concerns known to staff

2.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- 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)
- Assisting pupils and parents/carers with accessing the internet or devices

2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to contact

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

- Issues in setting work – talk to the relevant middle leadership member.
- Issues with their own workload or wellbeing – talk to senior leadership team.
- Concerns about data protection – talk to the data protection officer.
- Concerns about safeguarding – talk to the relevant DSL.

4. Data protection

4.1 Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network.
- Which devices they should use to access the data – if you've provided devices, such as surfaces, staff to use these rather than their own personal devices

4.2 Processing personal data

- Staff members may need to collect and/or share personal data such as e-mail 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.

4.3 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)
- 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

5. Safeguarding

All staff should have read the schools Child Protection Policy, alongside the KCSiE document. All staff should follow the same procedures, as they would do in school, for reporting and recording

6. Monitoring arrangements

This policy will be reviewed annually by the headteacher. At every review, it will be approved by the governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy