# Remote Learning Policy

For the purpose of school closure and non-attendance due to isolation or medical restrictions

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| Approved By: | Name: Managed Services | Date: | Sep 2026 |
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**Introduction**

"Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together." This policy sets out……

**Aims**

- To ensure there is a planned approach for any 1:1 remote learning
- To set out expectations of staff providing remote learning
- To set out expectations of children and parents receiving remote learning
- To provide appropriate safeguarding and data protection guidelines

**Context**

Remote learning can be an effective tool for pupils unable to attend school due to long term sickness or medical conditions that prevent children from attending school. In exceptional cases, it can also support the reintegration of those pupils whose attendance needs to increase. In the case of school closure, remote education ensures the continuity of learning is not disturbed. Where remote education is used it will be relevant to the school context and it should take into account the following: follow the principles below.

As our pupils at SHS are dual or guest registered, our use of remote learning is tailored to the needs of each child, their current medical need and individual reintegration programmes. Many of our pupils are absent from their normal school ('home school') for long periods of time due to long term sickness or medical conditions, meaning that we are often replacing, complementing or supporting the remote learning provided by their home school. We believe our role in children's educational provision should be one where face to face teaching and learning is always preferred and prioritised. Therefore, remote learning is kept to a minimum and only occurs in exceptional circumstances as outlined in this policy.

Where remote education is used it will be relevant to the school context and it should take into account the following:

- Remote learning programmes already provided by home schools and being accessed by pupils
- Consideration of age, stage of development, and independent study skills.
- Any SEND or other additional needs the pupils might have.
- The pupils' current living/learning environment, which includes having a suitable place and opportunity to study.
- Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
- Any significant demands on parents' or carers' help or support. Younger children, especially pupils in primary schools and some children with SEND, might require high levels of adult involvement to support their engagement with remote education, which can make it a particular challenge for these groups.

And, follow the principles below.

- For those children who are not well enough to access a full curriculum, we will work in co-production with home schools, parents and the child to ensure an appropriate offer is in place. Where possible, the teaching of basic skills in reading, writing and maths should take priority. This offer should be reviewed regularly.

- When planning and delivering remote education:
    - Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.

- Select a digital platform for remote education provision that will best benefit the individual pupil and which provides consistency with remote packages offered by their home schools in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.

- Overcome barriers to digital access for pupils by:
  - Distributing school-owned laptops where home schools cannot, accompanied by a user agreement or contract.
  - 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.

- Have systems for checking, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.

- Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

## Remote Learning may be routinely used with:

- Pupils accessing our outreach provision who are experiencing severe mental health problems that prevent face to face interactions with a teacher. Remote learning may be used as an early stage in a graduated exposure plan for children. Regular reviews will be conducted to ensure remote learning is replaced by face to face teaching as soon as children are well enough to manage this.
- Pupils accessing our outreach provision who are severely immune suppressed. Remote learning might be used to decrease risk for children of further ill health. This will be under medical advice and supervision.
- Pupils in hospital who are currently in medical isolation. This will be under medical advice and supervision.
- Pupils in different areas of the hospital during assembly or tutor activities to enable peer interactions and group work for those who are unable to leave their immediate physical environments.
- Pupils who require specialist subject teaching by a teacher allocated to a different part of the provision or who do not work on site.
- Pupils who need extra support with transitions between different learning environments.

## Expectations

| Task | Expectation | Responsibility |
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| Live lessons and 1:1 lessons to outreach pupils | • Adults will deliver lessons in a setting with a neutral background<br>• Where possible, pupils should work in an open area rather than within their bedroom<br>• Children will be asked to join with cameras on and unmuted. However, the mental health needs of each child will be taken into account and this may need to occur over a period of time. | Teacher / TA |
| | • For all outreach children, lessons will not take place until the teacher has spoken to an appropriate adult in the home (an agreed adult must be present for all online and face to face lessons in the home).<br>• Staff will be dressed professionally<br>• Children are expected to be dressed appropriately and respectfully for lessons (uniform is not required)<br>• The school may record lessons for the purpose of safeguarding staff and pupils. If this is the case, lessons will be stored on the school rather than personal networks or equipment. Teachers do not have permission to circulate lessons or place them on social media<br>• The behaviour policy will be used in remote live lessons as it would be in school. Adults will be informed of any disruptive or inappropriate behaviour<br>• Pupils and adults do not have permission from teachers to record live lessons or redistribute them in any way. Any recordings that are made and circulated to others, including via social media, will be reported and managed under GPDR law. | |

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| Check remote learning is being accessed, completed and checked for accuracy | • Check the work submitted and who has been online to attempt work.<br>• Respond to any emailed/chat function questions from children. Provide summary feedback to pupils about how they are getting on with their work at least weekly.<br>• Ensure some lessons give children immediate feedback through teacher checking or self-marking answer sheets | Class teacher, or teacher uploading remote learning |
| Ensure the learning platform is robust | • Check the network connection in school is working well each day<br>• Ensure children have the necessary IT equipment and stationery to work remotely. | Business manager/IT manager |
| Ensure safeguarding concerns are being monitored and addressed as per the CP policy | • Ensure staff are clear of how to report any safeguarding concerns they become aware of when children are learning from home.<br>• Ensure children are aware of how to report any concerns they have about online content.<br>• Ensure all children carry out an online safety update/assembly at least fortnightly<br>• Ensure children with CP concerns are taught in school. If this is not possible, ensure that there are regular sightings of the child. | DSL/DDSL/pastoral lead |

## Safeguarding

- Staff are required to alert the Designated Safeguarding Lead (DSL) if they have any concerns about a child's welfare during a period of remote learning
- The school will continue to engage with social services and attend meetings where necessary
- Any adult who wishes to raise a safeguarding concern should do this in the usual way via the school office who will put them in contact with the DSL or Headteacher
- The school will ensure that online safety is referenced regularly within a period of remote learning. Parents will be reminded of the need to ensure their child is only accessing appropriate content while away from school and that personal data is being protected. https://www.bbc.co.uk/newsround/44074704
- Pupils are encouraged to communicate through the remote platform/school email system rather than by personal email. Where a child uses a personal email the teacher will ensure that any response also copies in the (or line manager if the parent email isn't available)
- All safeguarding concerns will be immediately shared with home school DSLs and/or relevant medical professionals

### Provision for pupils with SEND

If pupils with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. The school needs to put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively. Some pupils with SEND may not be able to access remote education without adult support. Schools should work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely. All decision making and adaptations to individual provision will be recorded in the child's Pupil Profile document. This document can be requested at any time and will be sent to parents and school at the end of a child's admission.

## Delivering remote education safely

Keeping children safe online is essential.
Guidance on safeguarding and remote education can be found in the safeguarding policy.

### General

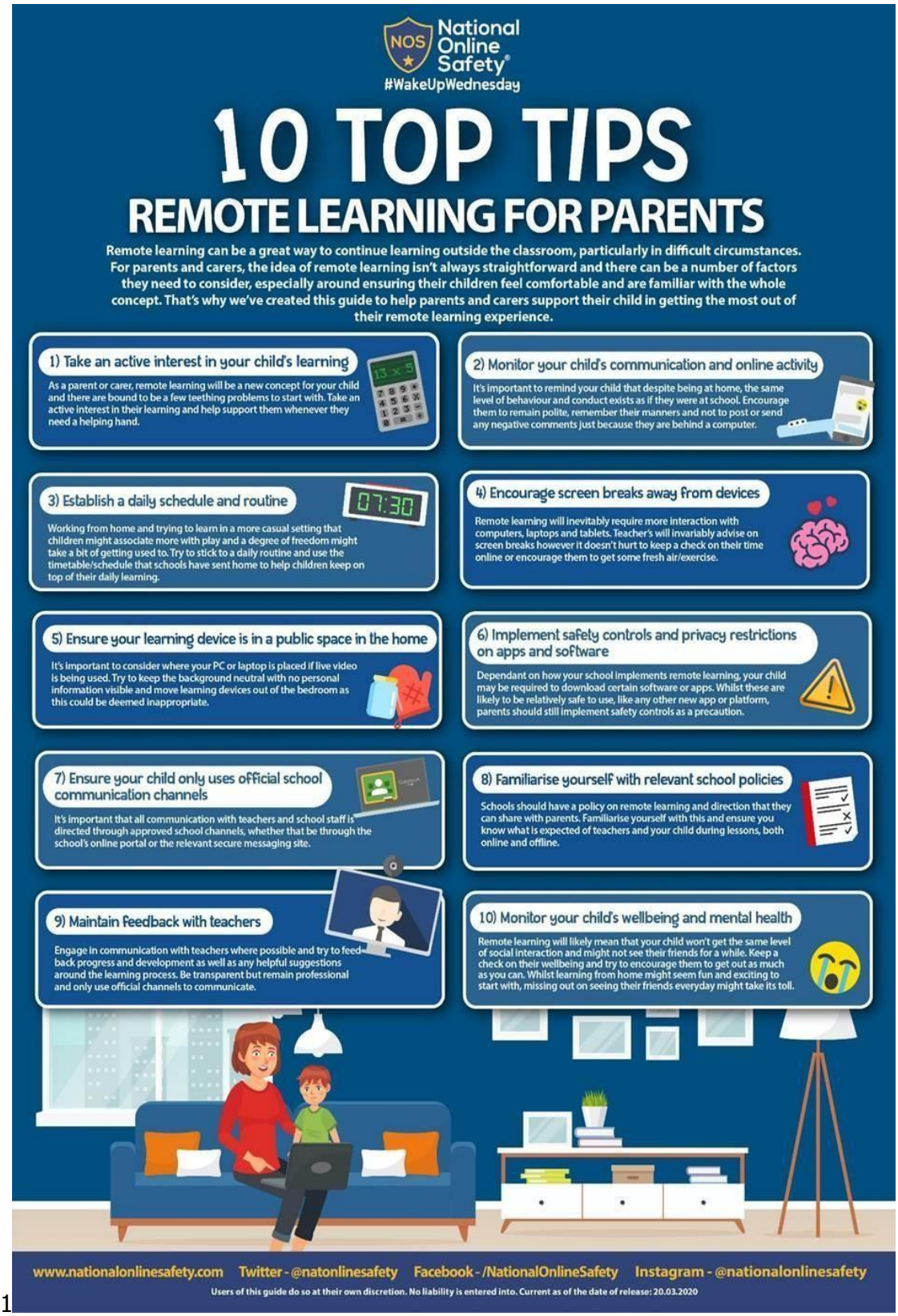
Schools should consider sharing any up-to-date procedures and plans in place with parents, carers and pupils in order to provide ongoing clarity and transparency about what to expect from remote education if it is required. It is up to schools to decide how they share remote education information with parents, carers and pupils. Some schools continue to maintain pages on their websites providing information and guidance about remote education provision and links to any trusted external education websites. This is not a requirement, but it can be helpful for parents or carers and pupils to access if required.

Further information is available from:

Providing remote education: non-statutory guidance for schools

10. Monitoring & Review

This policy will be reviewed annually by the owner


National Online Safety
#WakeUpWednesday
10 TOP TIPS
REMOTE LEARNING FOR PARENTS
Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.
1) Take an active interest in your child's learning
As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.
2) Monitor your child's communication and online activity
It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.
3) Establish a daily schedule and routine
Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.
4) Encourage screen breaks away from devices
Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.
5) Ensure your learning device is in a public space in the home
It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.
6) Implement safety controls and privacy restrictions on apps and software
Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.
7) Ensure your child only uses official school communication channels
It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.
8) Familiarise yourself with relevant school policies
Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.
9) Maintain feedback with teachers
Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.
10) Monitor your child's wellbeing and mental health
Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.
www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety
Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 20.03.2020

Appendix 1