

# Remote Learning Policy



**Hazel Oak School**

**March 2026**

**To be reviewed February 2027**

**Agreed by Governors on ...**

**Signed by.....Chair of Governors**

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## **Aims**

This remote learning policy for staff, pupils and families aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Maintain consistent access to learning entitlement for all pupils
- Set out expectations for all members of the school community to support learning remotely
- Provide appropriate guidelines for data protection
- Offer support options for learners and families
- Explain the link between in-school working and part, or full time remote learning.
- Supports the balance of extended access to learning alongside part time timetables, to complement the daily access to education.

## **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 may receive remote education for medical or wellbeing reasons, in joint agreement with home and school, or due to school or college closures and other unforeseen circumstances.

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, 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 or procedure
  - They are receiving ongoing high-level medical treatment
  - 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 pupil is unable to attend school full time for other social, emotional and mental health reasons, and is working under an agreed part time timetable, as set out in the SMBC part time timetable protocol, details of which are shared with the local authority. These plans are reviewed fortnightly.

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 (where possible), and if appropriate, a relevant medical professional, and the local authority (as all pupils have an education, health and care plan), or a social worker, 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, using an 'Alternative Route Plan'.
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Establish timescales for the remote scenario 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**

### **Teachers**

When providing remote learning, teachers will respond to any queries within working hours but not be able to respond during class teaching time between 9am and 3.10pm. This may not take the form of direct contact if support can be shared via other means (e.g. via office staff, email or other staff member), but staff will aim to call where time permits and discussion is required.

When providing remote learning, teachers will:

- 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 their specific 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
- Provide the use of the pupil's school iPad for use at home, as per the remote learning iPad agreement, to support work and evidence gathering of work completed remotely. This may, or may not make use of a safe internet connection, filtered via the school's filtering system for safeguarding reasons.

### ***Teachers will also***

Plan and provide remote work alongside that provided for the rest of their class, where appropriate. This should follow sequentially and be set at an appropriate level for the pupil and family to manage with less support.

The amount of work set should be enough to occupy pupils, as appropriate to their learning needs and attention span, and not for any time periods longer than the school day.

Work may be uploaded to the school website, remote learning platform (e.g. Tapestry), or emailed to the parent via the office, if pupils are not attending school. Paper work may be requested by a family as an alternative. Where families cannot collect work, it can be posted out via the office. This may only be possible for individual pupils and not for whole classes in the event of a full school closure.

Teachers will provide a range of work during periods of remote education that is meaningful, accessible and covers an appropriate range of subjects.

This includes considering the needs of individual pupils, their additional needs, and the level of independent study skills and support requirements.

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.

Teachers will provide appropriate feedback when work is submitted / returned to school, to support links back to in-school work and progress over time.

### **Keeping in touch with pupils who are not in school and their parents**

Teachers will make regular contact, via telephone or email if pupils are not in school, or via face to face handovers in school, if working on part time timetables.

Teachers will not answer emails or respond to phone queries outside of working hours.

If pupils fail to complete work, teachers should review reasons for this via a phone call home, or at handover in person with parents and carers. If required, families will be guided in alternative ways to support learning at home.

If remote working takes place over a prolonged period, teachers will arrange for social contact via video link to support engagement and wellbeing for the remote pupils, linking with peers or staff in school.

If staff and pupils are working remotely due to school closure, consideration should be given to location - avoid areas with background noise, nothing inappropriate in the background, quiet spaces without potential interruption, away for others who may be working and consider confidentiality and sensitivity for all involved.

### **Pupils working on an 'Alternative Route Map'**

Some pupils may require periods of more focused, individualised working beyond their classroom base. This may be due to short term adjustments or changes in need, mental health or behavioural changes. The Alternative Route Plan sets out the more specific, specialised route their learning will take. Their bespoke route will follow a different path but have a similar destination to support re-integration into their main class base and to build sequential and cumulative learning. This may also link to the Nurture provision, which will be timetabled for some pupils each week (see separate policy).

As with remote learning plans, alternative route plans will also reflect the curriculum diet offered in the main class base, and will be monitored and compiled alongside in-class work, from the Curriculum Highway, delivered in-school.

### **Subject leads & Key stage leads**

Subject leads are responsible for:

Considering whether any aspects of the subject curriculum need to change to accommodate remote learning, supporting teachers to adapt remote learning plans and activities where needed.

Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

Working with other subject leads, key stage leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.

Alerting teachers to resources they can use to teach their subject remotely

### **Senior leaders**

Responsible for distributing school-owned laptops or iPads accompanied by a user agreement or contract.

Issue the appropriate use of ICT agreement, to be signed by pupil and parent / carer.

Securing appropriate internet connectivity solutions where possible (via our school filtering system).

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

Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or collecting feedback from pupils and parents/carers

Monitoring the security of remote learning systems, including data protection and safeguarding considerations, in line with the online safety policy

Ensuring staff remain trained and confident in their use of online digital education platforms

Providing information to parents/carers and pupils about remote education, as specified on the school website.

### **Designated safeguarding lead (DSL)**

The DSLs are responsible for:

Child Protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

DSLs at Hazel Oak are Clair Garry, Andy Simms, Kara Robinson, James Summerfield, Bern Kennard and Alex Blanchflower.

### **IT technician**

Is responsible for:

Fixing issues with systems used to set and collect work digitally.

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), Ellen Barrett.

Assisting staff, 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, maintaining regular verbal and written contact between home and school where needed.
- Complete work set by teachers.
- Seek help if they need it, from teachers or teaching assistants to allow work to be completed.
- 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)

Parents/carers with children learning remotely will:

- Engage with the school and support their children's learning at home.
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Allow sufficient time for messages to be responded to, especially if pupils in school are being taught at the same time.

### **Governing board**

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure expectations remain high.

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

### **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 subject lead in school
- Issues with behaviour – talk to the relevant key stage lead, or a member of the Pastoral Team.
- Issues with IT – talk to Mike Nash, IT technician.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the data protection officer, Ellen Barrett
- Concerns about safeguarding – talk to a DSL (named above)

### **Data protection**

#### **Accessing personal data**

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

- Use a secure school-owned device or the One Drive system.
- Secure devices include school-owned iPads and laptops.
- Adhere to the school's online safety policy.

#### **Processing personal data**

Staff members may need to collect and/or share personal data such as login codes and 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 / privacy notice in terms of handling data.

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**

Talk to your DPO, Ellen Barrett for more help, and your IT support, Mike Nash, if you have any concerns.

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.
- Respond to filtering requests and actions from DSLs or IT technician where required.

### **Safeguarding**

Wider safeguarding support and links can be found in the Hazel Oak safeguarding, child protection, online safety and social media policies, and the acceptable use of ICT agreement. Staff and families must also raise all queries, however small, with a DSL as soon as possible. All policies are available on the school website to access remotely.

### **Monitoring arrangements**

This policy will be reviewed annually by the senior leadership team. At every review, it will be approved by the curriculum and assessment committee of governors.

### **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
- Social media policy



Hazel Oak School

## Hazel Oak Remote Learning Support

### iPad Home Agreement



Hazel Oak School

*This agreement is in line with our remote learning policy, and supports all learners who are not in school for full days. This represents sustained learning opportunities to work towards tier curriculum entitlement each week, working between family and school staff to offer an appropriate learning journey.*

To support consistent learning for pupils on an alternative route plan, we will be sending home school iPads for pupils to use during any home-based period in the school day. All you will need is a Wi-Fi connection, however many activities can be set which will not require internet access. Our iPads access the internet via a school-based filtering system to ensure safeguarding is a priority and only learning tasks are accessed. They cannot be used for any social media access or YouTube viewing. We monitor use remotely in school as they are an expensive resource, and are able to track where and when it is used for this purpose.

#### **Some iPads facts**

- Every pupil in school has their own iPad.
- Pupils work on iPads using apps to support learning.
- iPads are also used to create keynotes (the Apple version of PowerPoint for presentations) and word processing in Pages (the Apple version of Word for typing and word processing).
- Pupils can record short videos and take photos but these should be limited as space can be taken up with lots of images. It's best to delete any you don't need to keep.
- Files that are saved on the iPads can be moved to One Drive to save space on the iPad and prevent work being lost if the iPad is lost.

#### **iPad care and pupil wellbeing**

- Any iPad going home must be maintained safely so it can be returned to school.
- Pupils will need to bring iPads back and forth between home and school every day to make sure their learning is consistent.
- School iPads are housed in tough cases and must not be taken out of these.
- Touch screens are most effective when kept clean. It's a good idea to involve pupils in keeping them clean with regular wiping using soapy water and a cloth. Do not submerge them in water.
- Appropriate use of the iPads is essential. Our iPads are safeguarded via a school internet filtering system which overrides any home filters. This allows us to monitor searches and ensure pupil safety when using the school device. We will issue a remote login to access the internet.

- The school iPads should only be accessed by the pupil it is assigned to and can also be used by a parent or carer for the purposes of joining in the learning.
- Screen time - we always advocate minimising screen time wherever possible. Set work tasks will not take up more time than pupils should be working in lesson time. We would ask families to support managing screen access during the day for health and wellbeing. This form of blue light is also disruptive to sleep patterns if used too late in the day.
- iPads must not be used outside of school hours to support pupils to use them deafly, with support and to work only when they would normally be at school.
- If you need to support learning after this time, if a pupil would not engage in school time, please lint to short sessions and stop using the iPad at least 2 hours before bedtime.

Please note that any consistent misuse of the iPads beyond this work plan may result in the device being kept in school, as we cannot afford to replace devices that many be at risk.

We appreciate it will take time for all families to feel comfortable with supporting their young person to manage the iPads but we will be here to support you with this and will respond to your questions as they arise, so please ask when you need help. Please complete the permissions declaration below and indicate in the text box where you may need support.



I agree to follow the guidance in this agreement to maintain the safe and appropriate use of the school iPad for home learning purposes.	Parent name	Parent signature	Date
I will look after the school iPad and only use it to compete my remote school work.	Pupil name	Pupil signature	Date