Lime Trust
Putting Learners First

Remote Learning Policy

Lime Trust 2025

Policy: Remote Learning Policy

Date of Policy: May 2024

Date of Renewal: May 2026

LIME Trust Vision & Values

Putting Learners First is our Trust vision.

We aim to create a nurturing and supportive learning environment for all, encouraging our learners to achieve academic excellence and reach their full potential. We set high expectations and build capacity-rich schools through facilitating school-to-school collaboration. The high challenge we put forward is met with equally high support from our team of education experts, so we continue to improve our children's lives and futures – especially for disadvantaged pupils.

Our values are based on R.E.S.P.E.C.T. which means we believe that:

Respect is built on unconditional positive regard for all learners, all employees, and our wider communities.
Equity enables everyone to be treated as individuals. It removes barriers, provides opportunity and celebrates difference.
Self-worth creates a culture where all learners, all employees and our wider community have pride in their contributions and feel confident and valued.
Partnership is working together for the common good, ensuring that our learners are at the heart of all that we do.
Enjoyment is feeling happy, safe and motivated to make a positive contribution.
Communication provides a voice for all, creating a shared understanding through dialogue.
Trust is a partnership which requires us to act with integrity. Be brave, honest and kind.

Aims / Purpose

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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, 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 Plan (EHCP) 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.

Application of Policy

Roles and Responsibilities

The **Headteacher** and **Senior Leadership Team (SLT)** are responsible for:

- Coordinating the remote learning approach across the school
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
- Overseeing that the school has the resources necessary to action the procedures in this policy
- Reviewing the effectiveness of this policy and communicating any changes to staff, parents, and pupils on an ad-hoc basis
- Arranging any additional training staff may require to support pupils during the period of remote learning
- Work 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
- Monitoring the effectiveness of remote learning – through Teaching and Learning reviews, regular meetings with teachers and leaders, reviewing work/activities set and/or reaching out for feedback from pupils and parents
- Ensuring all pupils have the provision they need to complete their work to the best of their ability, and to support emotional, social and health wellbeing during periods of remote learning
- Ensuring parent and carers are fully aware of the support available to maintain educational outcomes during periods of non-attendance at school
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

The **Health and Safety Lead** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes
- Putting procedures and systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning linked to safeguarding
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, or parents/carers advised
- Managing the effectiveness of health and safety measures using the local reporting systems for recording incidents

The **Data Protection Lead** is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in data protection legislation in relation to remote and online learning requirements
- Ensuring that all computer programmes used for remote learning are compliant with data protection legislation

The **Designated Safeguarding Lead** (**DSL)/SLT** are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- Liaising with ICT support to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online
- Identifying vulnerable pupils who may be at risk if they are learning remotely
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the Headteacher and other organisations to make alternate arrangements for pupils that might include contacts for those who are at a high risk, in cooperation with social care

- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are planned with parents and carers
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote learning, ensuring all safeguarding incidents are adequately recorded and reported

The Trust's ICT team is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required
- Ensuring that any programmes or networks used for remote learning can effectively support a large number of users at one time, where required
- Working with the Teaching and Learning Leads to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff or can support parents and carers supporting education at home

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Reporting any health and safety incidents to the Health and Safety Lead and following guidance
- Reporting any safeguarding incidents to the DSL
- Taking part in any training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher
- Reporting any defects on school-owned equipment used for remote learning to an ICT Technician

Parents and Carers are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Ensuring their child is available to learn remotely at times scheduled by the school
- Reporting any technical issues to the school as soon as possible
- Ensuring that their child has access to remote learning materials during the times set out
- Reporting any absence before the session has begun
- Ensuring their child uses the equipment and technology used for remote learning as intended
- Adhering to the school rules and terms of this policy

Teachers are responsible for:

- Being available between 8:45am - 3:30pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure
- Setting work/learning activities appropriate to the needs of pupils
- Allocated pupils they need to provide work for, including if they may need to cover for other classes
- The amount of work/activities they need to provide to meet the needs of pupils
- How they should coordinate with other teachers to ensure consistency
- Providing feedback on work/activities

- Handling of any complaints in line with the Trust's Complaints Policy
- Attending virtual meetings
- Wearing appropriate clothing
- Ensuring their online background setting does not show their home or premises to maintain a professional role
- Liaising with teaching assistants with regards to appropriate resources or next steps in learning

Teaching assistants (when directed by SLT) are responsible for:

- Being available between 9:25am - 2:45pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure
- Wearing appropriate clothing
- Ensuring their online background setting does not show their home or premises to maintain a professional role
- Liaising with teachers with regards to any questions about teaching and learning

Who to contact

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

• Issues in setting work – the Assistant Headteacher for their relevant phase

• Issues with behavior – the Assistant Headteacher for their relevant phase

• Issues with IT – the Assistant Headteacher for their relevant phase

• Issues with their own workload or wellbeing – line manager or Nancy Dibley

• Concerns about data protection –Ghazala Khan

• Concerns about safeguarding –Ellie Metcalf

Data Protection

This section of the policy will be enacted in conjunction with the Lime Trust Data Protection Policy.

Staff members will be responsible for adhering to data protection principles when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place, so that, if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Trust's Data Protection Policy.

Any breach of confidentiality of any type, including international breaches, will be dealt with in accordance with the Trust Data Protection Policy, which takes into account the ICO guidelines.

Online Safety

This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy.

All staff and pupils using video communication (where this is deemed appropriate) must:

- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication

- Use appropriate language – this includes others in their household
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programmes as intended
- Not record, store, or distribute video material without permission
- Ensure they have a stable connection to avoid disruption to lessons
- Always remain aware that they are visible if the offer is live delivery

The school will consider whether one-to-one sessions are appropriate in some circumstances e.g. to provide support for pupils with more complex needs or in situations of crisis. This will be decided and approved by the SLT in collaboration with the teacher and may include an observer at both ends of the live feed, a teaching assistant for example.

We will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

We will consult with parents prior to the period of remote learning, about what methods of delivering remote teaching are most suitable – alternate arrangements will be discussed with parents as required.

We will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

We will communicate to parents via letter, email or telephone about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology e.g. ensuring that their internet connection is secure. Our pupils will need support when using technology in the home.

During the period of remote learning, the school will maintain regular contact with parents and carers to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do e.g. the sites they have been asked to use and the staff members they will interact with
- Expect parents to regularly check controls on devices and internet filters to block malicious websites
- Direct parents to useful resources to help them keep their children safe online

We will not be responsible for providing access to the internet off the premises and will not be responsible for providing online safety software e.g. anti-virus software on devices not owned by the school or the Trust.

Monitoring

Staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision during a teaching and learning review.

Resources

Learning materials

For the purpose of providing remote learning, we may make use of:

- Work booklets
- Educational websites, including resources from the https://classroom.thenational.academy/
- Identified VLE (Virtual Learning Environment) – this could be Tapestry, Seesaw, Class Dojo, Evidence for Learning or Purple Mash
- Practical activities which can be supported or delivered at home
- Recorded webinars or similar
- Pre-recorded video or audio lessons

- Live lessons where a suitable presence in the classroom is required
- Sensory resources
- Activities based upon the advice of a speech and language therapist, occupational therapist or physiotherapist

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Where further changes are made to EHCP provision, this will be recorded in line with their EHCP review paperwork.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning. Where this is not practical, we will ensure pupils can catch up on these areas of the curriculum when they return, in discussion with parents and carers.

Teaching staff will liaise with the SLT/Teaching and Learning Leads and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources unless we agree to provide or loan equipment e.g. laptops when and if these are available.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee progression for the duration of the remote learning period and will review and provide feedback.

The arrangements for any 'live' classes e.g. webinars will be communicated via email or telephone in advance, no later than one day before the allotted time, and kept to a reasonable length of no more than one hour per session.

The ICT service staff member is not responsible for providing technical support for equipment that is not owned by the school or Trust.

Safeguarding

This section of the policy will be enacted in conjunction with our Safeguarding & Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote learning.

The Headteacher and DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible; staff will hide their personal number (via the use of the 141 prefix) if working from home.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required and with the agreements of parents/carers.

All contact with vulnerable pupils will be recorded in line with the safeguarding procedures in the school and suitably stored on the My Concern/ Cpoms system in line with the Trust's Data Protection Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present
- Be suitably recorded on My Concern/ Cpoms so that the DSLs has access to the records
- Actively involve the pupil and parents/carers

Vulnerable pupils/families will be provided with a means of contacting the DSL or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will review safeguarding cases or referrals and meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Monitoring Arrangements

This policy will be reviewed by the Director of Education and any changes communicated to all members of staff and other stakeholders on an ad hoc basis.

Conclusion

By adding Remote Learning to our Teaching and Learning practices, we aim to encourage an inclusive approach to education which achieves better outcomes for our pupils.

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