



DANES EDUCATIONAL TRUST

Making the difference together

REMOTE LEARNING POLICY

Name of School

2026-2027

DET policy (School to adapt highlighted sections with school specific information- delete this note)

Responsibilities

To determine and approve policy and ensure compliance	Danes Educational Trust Board
To implement, deliver and comply	Headteacher and School Board
APPROVAL DATE	DD Month YYYY
COMMITTEE	n/a CEO
DURATION	1 Year
REVIEW DATE	Summer 2027
SLT LEAD	Director of Education
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.	

Contents

STATEMENT OF INTENT	3
1. LEGAL FRAMEWORK	4
2. ROLES AND RESPONSIBILITIES	4
3. ATTENDANCE AND ABSENCE	7
4. PRINCIPLES AND PRACTICE	9
5. COMMUNICATION	10
6. RESOURCES	10
7. PUPILS WITH SEND	12
8. REMOTE EDUCATION DURING A SUSPENSION OR PERMANENT EXCLUSION	13
9. PUPIL CONDUCT	13
10. STAFF CONDUCT	14
11. SAFEGUARDING	14
12. SYSTEMS AND TECHNOLOGY	15
13. DATA PROTECTION	16
14. ONLINE SAFETY	17
15. MARKING AND FEEDBACK	18
16. HEALTH AND SAFETY	19
17. MONITORING AND REVIEW	19

STATEMENT OF INTENT

At Danes Educational Trust (the Trust), we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality lesson content..
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during live online lessons.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2024) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2025) 'Keeping Children Safe in Education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2025) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following Trust policies:

- Accessibility Policy
- Assessment, Recording and Reporting Policy
- Attendance and Absence Policy
- Behaviour Policy
- Child Protection & Safeguarding Policy (including Children Missing in Education)
- Data Protection including biometrics Policy
- Data Security Policy
- Health and Safety Policy
- Home-School Agreement
- Homework Policy
- Online Safety Policy (including Acceptable Use Agreements)
- SEND Policy
- Data Security Policy
- Staff Code of Conduct

This policy operates in conjunction with the following school policies (names may vary)

- Pupil Code of Conduct

2. ROLES AND RESPONSIBILITIES

The Trust will be responsible for:

- Evaluating the effectiveness of each school's remote learning arrangements.

- Reviewing the effectiveness of this policy on an annual basis (delegated to the CEO).
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the Trust's overarching safeguarding approach.
- Deciding whether information regarding the Trust's remote education offering should be published on each school's website.
- Having a clear attendance policy on each school website which all staff, pupils and parents understand.
- Developing and maintaining a whole school culture that promotes the benefits of good attendance.

The headteacher of each school will be responsible for:

- Ensuring 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 education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting reviews on a regular basis of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

The Health and Safety Lead will be responsible for:

- Ensuring the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The Data Protection Officer of each school will be 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 the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The Designated Safeguarding Lead (DSL) in each school will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT technicians 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 take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The SENCO of each school will be responsible for:

- Liaising with ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.
- Ensuring that the remote education provision put in place for pupils with SEND is monitored for effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote learning to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The ICT technicians of each school will be responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- 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 programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members will be responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.

- Reporting any safeguarding incidents to the Designated Safeguarding Lead of the school and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the Headteacher and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Health and Safety Officer.

Parents will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in this policy.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Home School agreement and Parent Code of Conduct at all times.

Pupils (and parents on behalf of younger pupils) will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their parent/teachers as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Trust's Behaviour Policy at all times.

3. ATTENDANCE AND ABSENCE

The Trust understands that daily on-site attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

Schools will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school.

In such cases schools will work proactively with pupils, parents and any other relevant partners, such as the LA, to remove any barriers to attendance.

Schools will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted.
- Individual cases where a pupil is unable to attend school but is able to learn.

School closures and attendance restrictions

Schools will ensure that every effort is made to ensure pupils can be taught in person where possible.

Schools will explore all options to ensure they can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, schools will consider providing remote education.

Schools will ensure that they have a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's emergency planning guidance will be consulted in the event of school closures or attendance restrictions.

Individual cases where a pupil is unable to attend school but is able to learn

The Trust is aware that there should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- Recovering from short-term infectious illnesses.
- Preparing for or recovering from some operations.
- Recovering from injuries where attendance might inhibit recovery.
- Whose attendance has been affected by a SEND or a mental health issue.

Where these circumstances arise, and after the pupil's absence from school has been established, the school will consider providing remote education on a case-by-case basis, as part of a plan to reintegrate back to school.

The provision of remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education as outlined in Section 7 of this policy.

The school day

Pupils will be present for remote learning by **9:00am** and cease their remote learning at **3:30pm** from Monday to Friday, with the exception of breaks and lunchtimes.

[Use the section below to detail your school's breaks and lunchtimes during periods of remote learning. An example has been provided for you.] Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.
- Lunchtime will take place between 12:00pm and 12:45pm.
- Afternoon break will take place at 2:00pm until 2:15pm.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher no later than 8:30am if their child is unwell.

[Primary schools] Remote education will be provided for three hours a day on average across the cohort for KS1, with less for younger children, and four hours for KS2.

[Secondary schools] Remote education will be provided for five hours a day for pupils in KS3 and KS4.

Registering non-attendance in school

Whenever a pupil is absent from school and receiving remote education, staff will mark the pupil as absent in the attendance register. The school will continue to record pupil attendance and absence in the register in line with the education regulations and attendance guidance, using the most appropriate code, and in line with the Trust's Attendance and Absence Policy.

4. PRINCIPLES AND PRACTICE

When providing remote education the school will ensure the following overarching principles and practices are adhered to:

- Remote education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.
- Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.
- Provision will be ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education.
- Remote education will be provided that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. This may include, but is not limited to considering the following:
 - A pupil's age, stage of development, and independent study skills
 - The existence of any SEND or other additional needs the pupils might have
 - The pupil's home environment, e.g. 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
 - Understanding that younger children might require high levels of adult involvement to support their engagement with remote education.
- The school will work to overcome barriers to digital access where possible for pupils by, for example:
 - Auditing access to devices and connectivity across the school as part of wider emergency planning
 - Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible
 - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.

- Where required, the school will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils.
- Staff will plan opportunities for regular feedback and interaction with teachers and peers during the school day.
- A senior leader with overarching responsibility for the quality and delivery of remote education will be identified and in place.
- Staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
- There will be systems for checking, daily, whether pupils are safe at home and engaging with their remote education.

5. COMMUNICATION

Schools will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via email and the school website about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via school email addresses.

The headteacher or delegated SLT member will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in this policy.

Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

6. RESOURCES

Learning materials

Schools will utilise a range of different teaching methods when delivering remote education.. For the purpose of providing remote learning, the school may make use of the following:

- Printed resources
- Email
- Past and mock exam papers (Secondary only)
- Online learning portals such as Google for Education
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

The Trust will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features e.g. voice-to-text conversion, to support pupils with SEND.

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

The Trust recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for this.

Work packs will be made available for pupils who do not have access to a printer - these packs can be collected from the school office.

Any 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 the school agrees to provide or loan equipment, e.g. laptops or Chromebooks. For pupils who cannot access digital devices at home, each school will, where possible, provide technology support.

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

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

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

ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Teaching staff will oversee academic progression for the duration of the remote learning period.

Food provision

The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

[Use the section below to outline how your school will support pupils who receive FSM during a period where remote education is necessary.] The school will work with their catering contractor to ensure good quality lunch parcels are provided to pupils eligible for FSM who are accessing remote education until they are able to attend school.

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises or child care costs.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to an Acceptable Usage Agreement prior to commencing remote learning.

7. PUPILS WITH SEND

The Trust is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place.

If a pupil has an EHCP the school will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.

The Trust is aware of its equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

- Makes reasonable adjustments
- Does not discriminate
- Has due regard to the statutory objectives in the public sector equality duty (PSED)

Where pupils with SEND are not able to attend school and require remote education, the Trust will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.

The Trust is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases the Trust will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The school will ensure pupils with SEND receive any additional support with live online lessons where needed, e.g. from an additional member of staff within the live online lesson via phone call.

Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online lessons.

The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.

The Trust will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupils can be supported by adults while learning remotely.

8. REMOTE EDUCATION DURING A SUSPENSION OR PERMANENT EXCLUSION

In situations where a pupil is suspended or permanently excluded, their school will take steps to ensure that work is set and marked for pupils during the first five school days in accordance with the guidance outlined in the DfE's [Suspension and permanent exclusion](#) document.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time.

9. PUPIL CONDUCT

The school will provide pupils with a copy of the Code of Conduct to ensure they understand their responsibilities with regards to conduct during live online lessons.

The school will ensure that pupils sign and return the Acceptable Use Agreement for Pupils prior to taking part in live online lessons.

Pupils will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background.

Pupils will be reminded not to record live online lessons on their devices.

Pupils will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

Pupils will adhere to the Trust's Behaviour Policy at all times during live online lessons, as they would during a normal school day.

The school will ensure that any pupils who breach the code of conduct will be disciplined in line with the Trust's Behaviour Policy.

10. STAFF CONDUCT

Staff will follow the requirements set out in the Trust's Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons.

The Trust will ensure that staff read, sign and return the Acceptable Use Agreement for Staff prior to commencing live online lessons.

Staff will only use school-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

Staff will only use Trust-owned devices for conducting live online lessons, where possible.

Staff will not share personal information whilst conducting live online lessons.

Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.

Staff will communicate with pupils within school hours as far as possible, or within hours agreed with the school to suit the needs of staff.

Staff will only communicate and conduct live online lessons through channels approved by the SLT.

Staff will keep a log of what happens during live online lessons, e.g. behavioural issues or technical glitches, and ensure issues are reported to the appropriate colleague eg IT manager, line-manager, SLT

11. SAFEGUARDING

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

All teaching staff will be made aware that the procedures set out in the Trust's Staff Code of Conduct apply at all times during the delivery of remote education.

Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to filter and monitor use, as well as what their children are being asked to do during remote education, including:

- The sites they will be accessing
- The school staff they will be interacting with online

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable

pupils will be made using school phones where possible.

The DSL and headteacher 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.

A record of contact with vulnerable pupils will be maintained.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

All home visits will:

- Have at least one suitably trained individual present
- Be undertaken by no fewer than two members of staff
- Be suitably recorded and the records stored so that the DSL has access to them
- Actively involve the pupil
- Only take place following the completion of a Home Visit Risk Assessment

Vulnerable pupils will be provided with a means of contacting a member of the safeguarding team in school – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet, in person or remotely, with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the school's 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. Each school will also signpost families to the practical support that is available for reporting these concerns.

Staff will always have due regard for the Child Protection & Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

The planning of arrangements for live lessons will always be carried out in conjunction with the school's DSL.

Each school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of the pupils attending the lesson. Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons. Pupils will be informed of the reporting lines should they see or hear anything inappropriate during live online lessons. Pupils will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly. Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL.

Each school will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the school staff pupils will interact with online.

The school will communicate the importance of online safety to parents, and encourage parents to set

age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the [government-approved resources](#) on child online safety to support parents further.

12. SYSTEMS AND TECHNOLOGY

Staff will only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or a reputable provider's official website.

The ICT manager will research the providers the school will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons. Where necessary, they will refer to government-approved resources, e.g. from the [National Cyber Security Centre \(NCSC\)](#) and from the [South West Grid for Learning](#), when selecting their recommended providers.

Staff will review the DfE's list of [online education resources](#) and utilise these resources as necessary.

To prevent the misuse of remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.
- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.
- Ensure all pupils due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.
- Ensure streaming and online chat functions are disabled for pupils.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, staff will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, staff will consider using video demonstrations accompanied by supporting explanation. Pupils will be encouraged to take regular physical exercise to maintain fitness.

13. DATA PROTECTION

Staff will have due regard for the Trust's Data Protection including biometrics Policy and Data Security Policy at all times whilst conducting live online lessons.

Each school will obtain consent from parents to conduct any live online lessons.

Each school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils.

Each school will obtain consent from parents if any images or identifying information about any pupil may be used during the live online lesson, e.g. by using video conferencing.

Each school will provide pupils with a school email address and login for the chosen live online lesson

platform to ensure no personal email addresses or usernames are used by pupils.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson. Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of pupils instead of full names.

When recording a live lesson is necessary, prior permission will be acquired from parents in writing via email and all members of the live lesson will be notified before the lesson commences via email, and again once they have joined the live online lesson before recording commences.

14. ONLINE SAFETY

This section of the policy will be enacted in conjunction with the school's Online Safety Policy. Where possible, all interactions will be textual and public.

If a school opts to use video communication

All staff and pupils using video communication will:

- Wear suitable clothing – this includes others in their household.
- Staff will wear their school lanyard to identify themselves.
- Secondary staff will be identified by their name in the video meeting.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Always remain aware that they are visible.
- Ensure they have a stable connection to avoid disruption to lessons.
- School-provided email addresses should only be used when conducting online lessons.

If a school opts to use audio communication

All staff and pupils using audio communication will:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

Each school will consider whether one-to-one sessions are appropriate in some circumstances eg to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Trust's Behaviour Policy on return to school.

The school will consult with parents at least two weeks prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will communicate to parents via email 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.

The school 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. The school 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.

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

- Reinforce the importance of children staying safe online.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school. The school will, however, reinforce the importance of online safety and share information regarding the systems used by the school to filter and monitor online use.

15. MARKING AND FEEDBACK

All schoolwork set through remote learning will be:

- Finished when returned to the relevant member of staff.
- Returned on or before the deadline set by the relevant member of staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the school marking and feedback policy.
- Returned to the pupil once marked, by an agreed date.

Pupils and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to staff for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Pupils are accountable for the completion of their own schoolwork – staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible. Staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

Each school will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

Each school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via a phone call or meeting.

The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

16. HEALTH AND SAFETY

This section of the policy will be enacted in conjunction with each Trust's Health and Safety Policy.

Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

17. MONITORING AND REVIEW

This policy will be reviewed on an annual basis by Danes Educational Trust.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

Equality Impact Assessment Form

People responsible for overseeing the EIA
Chris Marks (Director of Education)
Name of the policy, procedure or project
Remote Learning Policy
What is the main purposes or aims of the policy, procedure or project?
To outline procedures each school will take when periods of Remote learning are required.
Who will be the beneficiaries of the policy, procedure or project?
Teaching colleagues, parents and pupils in each school.
Have you consulted on this policy, procedure or project?
Sent to CEO for feedback prior to approval. Initial policy there was consultation with DSLs in each school.

Complete the following table and give reasons/comments for where:

- The policy, procedure or project could have a positive impact on any person or group because of one of the following aspects of their identity (including equality of access to opportunities)
- The policy, procedure or project could have a negative impact on, or disadvantage, a person or group because of one of the following aspects of their identity.

(At this stage, it is important to consider the requirements placed upon a school as per the Equality Act 2010.)

Groups	Positive impact		Negative impact		Comments
	High	Low	High	Low	
Race					This policy provides equal provision for those of all races. Teachers will only deliver on school devices/using school approved software. It links to each school behaviour policy if a child does not meet behavioural expectations.
Religion or belief					As above.
Sexual orientation					As above.
Sex					As above.
Disability	y				Specific mention of how those with SEND will be further supported during periods of remote learning.

Age	y				The policy identifies appropriate support / screen time and check-ins depending on age (Primary/Secondary). Appropriate training for staff on use of technology mentioned.
Gender reassignment					This policy provides equal provision to those going through gender reassignment. Teachers will only deliver on school devices/using school approved software. It links to each school behaviour policy if a child does not meet behavioural expectations.
Pregnancy and maternity					As above
Marriage and civil partnership					As above

Where there is negative impact, what actions could be taken to amend the policy, procedure or project to minimise the negative impact?

If there is no evidence that the policy, procedure or project promotes equality, equal opportunities or improves relationships between people with different protected characteristics, what amendments could be made to achieve this?

How will the policy, procedure or project be implemented including any necessary training?

Version control (to be removed by Policy Officer prior to publication)

Version	Date	Document name	Details
1	18.05.2026	Remote Learning Policy	<i>Based on Schoolbus (Nat College) version 17.0 dated 03/10/25</i>
2	xx.xx.xxxx	Document name	
3	xx.xx.xxxx	Document name	



DANES EDUCATIONAL TRUST

Making the difference together

Danes Educational Trust is a multi-academy trust, our vision is to develop hubs of excellence comprising primary and secondary schools, focused around their local community. We equip our learners with the skills they need to become curious, creative and courageous and ensure that our school environments are places where their talents are nurtured, so that they become happy and confident 21st century global citizens. We are a family of schools and we make the difference together as one trust.

Visit our website for more information

www.daneseducationaltrust.org.uk

Follow us on social media for regular updates:

Instagram: @danesedtrust

Facebook: Danes Educational Trust