



Remote Learning Policy

Responsibility:	Mr D Rhodes
Ratified By:	Governors
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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for members of the school staff with regards to remote learning
- Set out expectations for pupils and parents/carers with regards to remote learning
- Provide parents with guidance about who to contact should they have any questions about remote learning
- Support our Christian values by ensuring that our curriculum provision is continuous and accessible when provided remotely, thereby being inclusive and ensuring our students can achieve excellence.

2. 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 not possible.

This policy therefore typically relates to those circumstances where there is a full or significant school closure (e.g. adverse weather, power cuts, loss of IT e.g. cyber-attack, national directives). Remote learning is not seen as a long-term alternative to face-to-face education: it is not part of our ordinarily available provision. Where children have health reasons that limits face-to-face attendance the use of remote education will be considered only on a case-by-case basis and in conjunction with the guidance published in Children with Health Needs who cannot attend school policy. There is no automatic obligation for the school to provide remote learning due to student absence.

3. Roles and Responsibilities

All staff when assisting with remote learning will be available during their normal contracted working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

3.1 Senior Leaders

Alongside any teaching responsibilities, senior leaders should:

- Provide information to parents/carers and pupils about remote education – through updating this policy and making it available on the School website.
- Overcome barriers to digital access, where possible, for pupils by, for example:
 - Distributing school-owned laptops accompanied by a user agreement
 - Securing appropriate internet connectivity solutions where possible
- Monitor the effectiveness and appropriateness of remote learning through regular meetings with teachers and Heads of Department, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitor the security of remote learning systems, including data protection and safeguarding considerations
- Ensure staff remain trained and confident in their use of Teams and SharePoint

3.2 Academic Heads of Year / SENCo / Deputy SENCo

Alongside their teaching responsibilities, Academic Heads of Year and SENCos are responsible for:

- Keeping in touch with pupils who are not in school and their parents if deemed appropriate by the School.
- Keeping staff informed about the individual requirements of pupils.
- Attending in person or virtual meetings with teachers, parents/carers and pupils.
- Overcome barriers to digital access, where possible, for pupils by, for example:
 - 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.

3.3 Heads of Department

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

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Attending in person or virtual meetings with teachers, parents/carers and pupils
- Keeping in touch with pupils who are not in school and their parents if deemed appropriate by the School.

3.4 Teachers

When providing remote learning, teachers should:

- Aim to follow the agreed taught curriculum.
- 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. This will primarily be provided through Teams.
- Make reasonable adjustments for pupils with 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.
- Make sure that work provided during periods of remote education is of high quality, meaningful and ambitious. This includes:
 - considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
 - 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
- Provide feedback on work. This may be through a range of approaches such as whole class guidance through to individual guidance.
- Attend in person or virtual meetings with teachers, parents/carers and pupils.

3.5 Teaching Assistants

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely. This will primarily be for students with Educational Health and Care Plans, and also students who are on the SEN Support register.
- Attending in person or virtual meetings with teachers, parents/carers and pupils.
- Keeping in touch with pupils who are not in school and their parents if deemed appropriate by the School.

3.6 Pupil Support Officers (PSOs)

When assisting with remote learning, Pupil Support Officers are responsible for:

- Attending in person or virtual meetings with teachers, parents/carers and pupils.
- Keeping in touch with pupils who are not in school and their parents if deemed appropriate by the School.
- Being alert to any safeguarding concerns and passing these onto the safeguarding team where appropriate.

3.7 IT Staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents/carers with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO).
- Assisting pupils and parents/carers with accessing the internet or devices.

3.8 Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- Complete work to the deadline set by teachers and upload it to Teams.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Act in accordance with normal behaviour rules / conduct rules of the school.

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.

3.9 Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing appropriate remote learning to ensure education remains of as high a quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4. Who to Contact

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

- Issues in setting work: email the relevant teacher, Head of Department or SENCo
- Issues with IT: email ICTSupport: ICTSupport@kings.peterborough.sch.uk
- Issues with pupil workload: email the relevant teacher, tutor or Academic Head of Year
- Concerns about wellbeing: email the relevant Pupil Support Officer
- Concerns about safeguarding: email the Designated Safeguarding Lead (Assistant Headteacher)

5. Monitoring Arrangements

This policy will be reviewed every year by the Deputy Headteacher. At every review, it will be approved by the Governors' Full Board or Curriculum Committee.