



Remote Learning Policy September 2025

Highfields Spencer Academy



1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for children 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

2. Use of remote learning

All children should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Children receiving remote education will be marked absent in line with our school attendance policy. We will consider providing remote education to children 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 children, for a limited duration, are unable to physically attend school but can continue learning, for example because:
 - ✓ They have an infectious illness
 - ✓ They are preparing for or recovering from certain 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 children 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, children, and if appropriate, a relevant medical professional. If the child has an education, health and care (EHC) plan or social worker, the Director of Inclusion will also be involved in the decision
- ✓ Put formal arrangements in place to regularly review it and identify how to reintegrate the child back into school
- ✓ Identify what other support and flexibilities can be put in place to help reintegrate the child back into school at the earliest opportunity
- ✓ Set a time limit with an aim that the child 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.

3. Roles and responsibilities

When providing remote learning, staff must be available between 8:30am and 3.30pm (or their directed time if this is different). 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.

When providing remote learning, staff should:

- ✓ Provide children 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 children with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that children can access remotely
- ✓ Provide up to 3 hours a day on average across the cohort for KS1 and EYFS and up to 4 hours a day for children in KS2.
- ✓ Set and share work by the start of the school day (8:50am)

At Highfields Spencer Academy, most of the work set will be completed within Showbie. Staff will therefore be able to provide appropriate feedback where appropriate once it has been completed.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use. They should continue to overcome barriers to digital access where possible for pupils by, for example:

- ✓ Distribute school-owned devices accompanied by a user agreement or contract
- ✓ Secure appropriate internet connectivity solutions where possible
- ✓ Provide printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep children on track or answer questions about work
- ✓ Have systems for checking, ideally on a daily basis, whether children learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- ✓ Co-ordinating the remote learning approach across the school
- ✓ Monitoring the effectiveness of remote learning –through regular meetings with teachers



and subject leaders, reviewing work set or reaching out for feedback from children and parents/carers

- ✓ Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- ✓ Ensuring staff remain trained and confident in their use of online digital education platforms
- ✓ Training staff on relevant accessibility features that your chosen digital platform has available
- ✓ Providing information to parents/carers and pupils about remote education via Class Dojo
- ✓ Working with the catering team to ensure children eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers