



## Remote Learning Policy Template

**Prepared by:** The Central Team

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## 1. Introduction

Riverston School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students, and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: Include, Innovate, Inspire.

While this current policy document may be referred to elsewhere in Riverston School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word 'parent' is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#), considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Riverston School.

The policy documents of Riverston School are revised and published periodically in good faith. They are inevitably subject to revision. On occasion, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## **2. Aims**

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community concerning remote learning
- Provide appropriate guidelines for data protection

## **3. 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 the school is either:
  - Not possible to do safely
  - Contrary 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 operations
  - 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 (EHC) plan or a 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.

## **4. Roles and Responsibilities**

- Caroline Kelly – Deputy Head Academic
- Nadine Brown – Key Stage 3 Coordinator
- Grace Toogood – Key Stage 4 Coordinator
- Laura Marinou – Key Stage 5 Coordinator and Head of Science.
- Chloe Smith – Assistant Headteacher Safeguarding and Inclusion

- Zara Wright – Outreach Teacher

### Teachers

When providing remote learning, teachers and learning support assistants will be available during normal contact hours, 8:25am to 3:35pm.

If they're 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 through calling the Headteacher directly. When providing remote learning, teachers should:

- 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 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.

### Subject leads

Alongside their teaching responsibilities, subject leads 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;
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set at an appropriate distance away from each other;
- Monitoring the remote work set by teachers in their subject;
- Alerting teachers to resources they can use to teach their subject remotely;
- Making decisions about the use of online video lessons.

### Senior leaders

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:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible);
- Securing appropriate internet connectivity solutions where possible;
- 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.

### Designated safeguarding lead (DSL)

The DSL is responsible for coordinating the safeguarding strategy for remote learning and will share guidance for staff. More generally, they are responsible for:

- Ensuring staff have received relevant safeguarding training, including any ongoing developments relating to the provision of remote learning online
- Ensuring staff know how to report and make safeguarding referrals in line with the safeguarding policy and iSAMS
- Monitoring referrals and ensuring support strategies can be effectively deployed

- Providing support for parents and carers, for example, by sharing information regarding online safety

### IT staff

In the first instance, general questions regarding technical support may be handled by the classroom teacher or by the school's leadership team. Parents can request support via the helpline. Where a resolution is not possible, a support ticket will be logged with our IT/network provider. They are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any pupil/ parent and carer issues of a technical nature that could not be resolved by the classroom teacher
- 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

### Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time;
- Complete work to the deadline set by teachers;
- 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 (and any specific online behaviour rules where applicable).

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;
- Be respectful when making any complaints or concerns known to staff.

### Chair of the local Governing body

The chair of the local governing body is responsible for:

- Monitoring the school's approach to providing 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

## **5. Data Protection**

### Processing personal data

Staff members may need to collect and/or share personal data such as student records 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, which can be found [Riverston School Data Protection Policy](#).

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

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.

## **6. Safeguarding**

Measures to safeguard pupils set out in our Safeguarding and Child Protection Policy.

## **7. Links to other policies**

This policy is linked to our:

- Positive Behaviour and Exclusions Policy
- Safeguarding and Child Protection Policy and C19 Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and Internet Acceptable Use Policy
- Online safety policy

### **Contact Information**

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 or SENCO
- Issues with behaviour – talk to the relevant head of key stage
- Issues with IT – contact IT support
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the Bursar or the Head
- Concerns about safeguarding – talk to the DSL

### **Approval & Policy Review**

This Policy has been reviewed and approved by:

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Online, hard copy in the schools
Effective Date	July 2025
Next Review Date	July 2026

Revision History

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2025
2	Riverston School update	Riverston School	September 2025

